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ABSTRACT

This report describes the Vocational Equity Leadership Cadre Support Project, which was undertaken to develop a mechanism whereby the University of Wisconsin-Stout (UW-Stout) would provide technical assistance and staff development to the Wisconsin Vocational Equity Leadership Cadre who would help local districts meet the equity assurances stipulated in the Perkins Act and Wisconsin's equity goals. The brief report is followed by appendixes constituting more than 95% of this document, which contain the following: 1996-97 Vocational Equity Leadership Cadre participant list; 1996-97 meeting agendas, evaluations and list of handouts; 1996-97 equity resource guide, which provides title, grade level, format, and descriptions of 373 resources available on loan from UW-Stout; 1996-97 newsletter; equity websites and listservs; and 1989-96 composite report. The composite report summarizes data collected over 7 years from 299 schools using the Wisconsin Model for Sex Equity in Career and Vocational Education. It presents the responses of 885 administrators, 626 counselors, 13,335 teachers, and 90,447 students. (MN)

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FY97

WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

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Submitted by Linda L. Riley

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Wisconsin Vocational Equity Leadership Cadre
Support Project
June, 1997

FINAL REPORT

CE074341

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WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT

FINAL REPORT

PROGRAM IDENTIFICATION

Name of Project:	Wisconsin Vocational Equity Leadership Cadre Support Project
	Center for Vocational, Technical and Adult Education
	University of Wisconsin-Stout
Total Budget:	$84,872
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ABSTRACT

The UW-Stout Vocational Equity Leadership Cadre Support Project has as its purpose the continued support of the Wisconsin Department of Public Instruction's efforts to meet the federal requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title II, Part B, Sex Equity Initiative.

This project will provide technical assistance and staff development to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the "Carl D. Perkins Vocational and Applied Technology Education Act of 1990" and Wisconsin's equity goals as described in the state guidelines and prescribed by state and federal law.

The staff development component of this project includes ten days of training available to the 100 members of the Wisconsin Vocational Equity Leadership Cadre which includes secondary and postsecondary equity, teen single parent and single parent/displaced homemaker staff. Training is designed to build participant skills and expand their knowledge of equity issues and how they impact on school climate, students' career choices, vocational training and preparation for work and family roles. In addition to the spring and fall meetings of the Wisconsin Vocational Equity Leadership Cadre, additional staff development opportunities will be made available to educators statewide including a GESA (Gender/Ethnic Expectations Student Achievement) Facilitator Training, and UW-Stout graduate credit will be explored for all trainings meeting criteria.

Technical assistance, resources and information will be provided on an ongoing basis and as the needs of members dictate. The assistance will include, but not be limited to, publishing and disseminating a state equity newsletter, helping members develop and present local workshops on a variety of equity issues, providing equity related resources, accessing additional funding for equity initiatives and connecting to equity research, information and resources via the World Wide Web.

The project will also support, coordinate, and expand the DPI/UW-Stout Equity Resource Center started in FY93 and provide technical assistance for new schools entering CPA funding by processing the equity assessment surveys administered with the instruments in the "model" and compiling them into readable reports for local school districts. By June 30, 1997 a composite report of all the equity surveys processed by UW-Stout will be compiled and submitted.

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WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT

FINAL REPORT

INTRODUCTION

Assisting local school districts in meeting the equity assurances in the "Carl D. Perkins Vocational and Applied Technology Education Act of 1990"; as well as Wisconsin's equity goals as described in the state guidelines and proscribed by state and federal law was the major goal of the FY97 Wisconsin Vocational Equity Leadership Cadre Support Project funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. The project was designed to provide staff development, technical assistance, coordination, training and resources to cadre members who are responsible for providing regional training on equity issues.

This final report lists specific project goals/objectives and outcomes. It also summarizes participant data on the "Summary Data-Vocational Equity Activity Participants" Form PI-1319 and in the Achievements and Services Provided to Reduce Sex Bias and Sex Role Stereotyping in Vocational Programs portion of the Annual Achievement Report Form PI-1309-IIB.

A supplement has also been sent to project funders which includes all workshop materials.

D P I Wisconsin Department of Public Instruction
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. ***Return address is preprinted on reverse.***

This information is collected for federal reporting and accountability purposes (per PL 98-524).

District: University of WI-Stout

CESA:

1. Participant Type	2. Total Number	3. Participants by Gender Male	Female	4. Handi-capped	5. English as a Second Language	6. Participants by Ethnic Category: Amer. Indian/Alask. Native	Asian/ Pacific Islander	African American	Hispanic American	European American	Mixed Ethnicity
A. Students from surveys	1222	631	591	Not	Availab	e-------	-------	-------	-------	-------	------
B. Parents	25	11	14	0			10	3	1	7	4
C. Administrators	79	59	20	0		2	1	1	1	70	4
D. Counselors	57	21	36	0		1	2	3	1	48	2
E. Librarians	4	0	4	0						4	
F. Elementary School Teachers	137	9	128	3	1		2		1	132	2
G. Middle/Jr. High School Teachers	82	40	42	3	2	1	1	4	2	73	1
H. High School Teachers	195	61	134	7	4	2	2	1	0	189	1
I. CESA Staff	41	25	16	1						41	
J. Community Members	27	17	10	4			5	1		21	
K. Business Persons	10	5	5	1			1			9	
L. Equity Committee Members											
M. Postsecondary Level Staff	73	5	68	2		2	5	4	4	54	4
TOTALS ➤	1952	884	1068	21	7	8	29	17	10	648	18

Person Completing form | Activity | Activity Date | Telephone *Area/No.*

*In some instances, this information was not available.

BEST COPY AVAILABLE

DPI

Wisconsin Department of Public Instruction
ANNUAL ACHIEVEMENT REPORT
for Vocational Education
PI 1309 IIB (Rev 9-93)

TIONS: Complete one report covering Sex Equity
Return original and one (1) copy to

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707-7841

Collection of this information is a requirement of P.L. 101-392.

Fiscal Agent	Contact Person/LVEC	Phone No. *(Area)*
University of Wisconsin-Stout	Linda L. Riley	(715)232-1885
Project No.	**District/CESA Code**	
PAG 00000108	----	

SEX EQUITY

A. Number of Participants in Sex Equity Programs.

INSTRUCTIONS: To provide a profile of the total participants in your funded sex equity activities, complete and attach one PI-1319 (Summary Data-Vocational Equity Activity Participants) form. This form should summarize all your activities for the fiscal year.

B. Achievements And Services Provided To Reduce Sex Bias And Sex Stereotyping In Vocational Programs.

INSTRUCTIONS: By gender, enter the number of students and adults served in each support service/activity "1" through "40" below. In addition, enter the number of clock hours spent on each activity.

SUPPORT SERVICES/ACTIVITIES	NUMBER OF INDIVIDUALS SERVED				
	No. of Clock Hours Spent on Activity	Students		Adults	
		M	F	M	F
1. Providing adult role models in non-traditional careers through business/industry partnerships and field trip experiences	0				
2. Planning/conducting career day/career fair activities focusing on non-traditional careers	0*				
3. Counseling non-traditional career students	0*				
4. Modifying/developing equitable curriculum materials	0*				
5. Providing in-service programs on equity issues	0*				
6. Fostering work between schools/industry/post secondary on equity issues	85	#'s not available			
7. Mentoring students and/or staff members	0				
8. Conducting networking or support activities on equity issues	0*				
9. Recruiting non-traditional students for career areas	0*				
10. Participating in regional/area meetings on equity issues	100			14	86
11. Developing educational resources on equity issues	115	DNA			
12. Reviewing materials for bias and stereotyping	95	DNA			
13. Coordinating diverse speaker panels on equity issues	0*				
14. Presenting staff development training on equity issues - cadre	270			27	243
15. Participating in state-wide equity cadre training	40	DNA		10	30
16. Providing technical assistance to local schools/staff on equity issues	375	#'s not available			
17. Training staff in the equitable treatment of students LEA/FM/GESA	260			76	184
18. Informing students of their rights under non-discrimination laws	0				
19. Implementing student training on diversity issues	0				
20. Conducting staff training on diversity issues	65			22	43

*Activities included within another #.

SUPPORT SERVICES/ACTIVITIES	NUMBER OF INDIVIDUALS SERVED				
	No. of Clock Hours Spent on Activity	Students		Adults	
		M	F	M	F
21. Tutoring	0				
22. Notetaking/Recording	0				
23. Instructional Aides/Paraprofessionals	0				
24. Reduced Class Sizes	0				
25. Remedial Instruction	0				
26. Special Adaptive Equipment/Devices	0				
27. Special Adaptive Materials/Supplies	0				
28. Lab Fees & Supplies	0				
29. English as a Second Language	0				
30. Interpreter	0				
31. Special Populations Coordinator	0				
32. Mentoring	0				
33. Support Groups	0				
34. Dependent Care	0				
35. Transportation	0				
36. Supplemental Assessment Services	0				
37. Supplemental Placement/Transition Services	0				
38. Designated Vocational Instructor	0				
39. Adapted Curriculum/Testing	0				
40. Other *(Please Indicate)* Equity survey processing and compilation	30	631	591	112	154

C. Description of the Accomplishment of Preparatory Services and Vocational-Technical Education Programs And Supportive Services For Girls And Women Ages 14 to 25.

INSTRUCTIONS: Describe in as much detail as necessary at least 3- 5 accomplishments for students as a result of the activities or services within this funded sex equity project. If students under 14 or over 25 were served, indicate how and why they were served. What appear to be the critical or most important support services/activities in sex equity programs provided by this project?

Does not apply. Students are not directly served by this project.
See remainder of report for project objectives, outcomes and evaluation.

D. Programs Developed in Sex Equity.

INSTRUCTIONS: Attach samples of <u>everything</u> developed with project funds. This includes items such as newsletters, agendas for meetings, brochures, curriculum materials, videos, resources, etc. In addition, what were the most outstanding or exemplary portions of this sex equity project? Describe exemplary portions briefly in a narrative format.

Please see attached Program Achievement Summary including objectives, participants and outcomes, and the following appendices:

Appendix A: 1996-97 Cadre Participant List
Appendix B: 1996-97 Vocational Equity Leadership Cadre Meeting Agendas, Evaluations and List of Handouts
Appendix C: 1996-97 Equity Resource Guide
Appendix D: Current Equity Web Site/Listserve Document
Appendix E: 1996-97 "Vocational Equity News"
Appendix F: 1989-1996 WI Equity Survey Composite Report

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PROGRAM ACHIEVEMENT SUMMARY

GOAL #1:

To provide training, technical assistance and support to the Wisconsin Vocational Equity Leadership Cadre and the Equity Regional Staff Development/Technical Assistance Projects serving local districts by providing activities which focus on eliminating bias and stereotyping and promoting vocational equity for **all** students.

PARTICIPANTS AND OUTCOMES:

- Planned, coordinated and conducted two training sessions for 100+ members of the Wisconsin Vocational Equity Leadership Cadre and others. (See Appendix A for list of participants and Appendix B for copies of the agendas, and evaluations and handouts.) Both meetings were collaborative efforts that involved both secondary and postsecondary equity, teen single parent and single parent/displaced homemaker staff.

- Explored the opportunity to provide GESA training in both September, 1996 and June, 1997 through multiple mailings and other announcements. Neither training was held due to insufficient enrollment.

- Shared information and coordinated efforts with the WI DPI Teen Single Parent Program, the WTCSB Sex Equity and Single Parent/Displaced Homemaker Consultant, the WTCSB Equity Staff Development Workshop and Services Project located in the Center, the regional and statewide CHOICES projects, and other programs and agencies serving the equity needs of children and adults.

- Assisted GESA Facilitators in several districts with GESA Teacher Training provided at the local district level resulting in 21 additional teachers being trained in the GESA. Assistance included help locating current research, identifying/developing handouts and materials, providing resources from the UW-Stout Equity Resource Center and research and assistance with adult training issues and program evaluation.

- Developed and offered credit courses for participants in the Wisconsin Vocational Equity Cadre, CESA #6 Equity Issues Workshop, GESA Teacher Training, Family Math and collaborated with WTCSB in offering credit for Equity Action Research Class. As a result, 87 teachers attained graduate credit for work done in the area of educational equity.

- Identified and disseminated approximately 600+ pages of equity research and information to each cadre member. (See Appendix B for partial listing.) Provided opportunities for review of new equity resources from P.E.O, UW-Stout and CESAs through demonstrations and presentations at cadre meetings, regional meetings and statewide meetings.

- Began the development of a Wisconsin Equity Leadership Web Page.

- Identified grant proposal and application information for cadre members on how to access additional funding sources.

- Provided ongoing consultation and support to 109 cadre members and others working in equity in the state of Wisconsin through phone contacts, visitation, and provision of materials and resources as requested.

- Participated in equity networking with postsecondary institutions, regional agencies and CHOICES. Served as member of the Western Region CHOICES Advisory Committee providing information and resources and assisting with evaluating CHOICES grants.

- Shared information and coordinated efforts with the WI DPI Teen Single Parent Program, the WTCSB Sex Equity and Single Parent/Displaced Homemaker Consultant, the WTCSB Equity Staff Development Workshop and Services Project located in the Center, and the regional and statewide CHOICES projects, and other programs and agencies serving the equity needs of children and adults.

GOAL #2:

To expand the capacity of administrators, counselors, and teachers in Wisconsin to eliminate bias and stereotyping in schools and to promote and achieve vocational equity for **all** students.

PARTICIPANTS AND OUTCOMES:

- The DPI/UW-Stout Resource Center was maintained, updated and expanded as follows:

- Check out and distribution systems were improved.

- Dissemination records indicated that 326 resources were disseminated during the 1996-97 school year for use with students in the classroom; as well as for inservice with teachers, administrators and community members.

- An additional 22 resources for the collection were identified and ordered based on input from cadre members and those deemed necessary to train teachers and teach students about equity issues. Particular emphasis was given to materials related to the equity issues of race, culture, sexual orientation, disabilities and other areas protected by the WI Pupil Nondiscrimination Law, ss. 118.13. Additionally, the DPI donated 10 new items. The resource center now includes 399 resources.

- An Updated Resource Guide was developed and disseminated to Cadre members and other interested parties. (See Appendix C Resource Guide.)

- The Listservs and Web Site Document relating to equity was revised and expanded. (See Appendix D.)

- Wrote, published and disseminated one issue of "Vocational Equity News." Approximately 3,000 copies were disseminated. (See Appendix E for copy of the newsletter).

GOAL #3:

To assist Carl Perkins' eligible school districts implement the Wisconsin Model for Sex Equity in Career and Vocational Education.

PARTICIPANTS AND OUTCOMES:

- Reviewed and revised informational handouts regarding equity survey processing required in Phase III of the "Model."

- Assisted eight school districts with planning, administering and analyzing the equity surveys.

- Coordinated data collection and survey processing for, and provided data tables to, five school districts.

- Compiled a composite report of all of the survey (final version) data processed by UW-Stout from 1989-1996. (See Appendix F.)

Appendix A
1996-97 Wisconsin Vocational Equity Leadership Cadre - Participant List

1996-97 Wisconsin Vocational Gender Equity Cadre Members

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Appendix B

1996-97 DPI Vocational Equity Leadership Cadre Meeting Agendas, Evaluations and List of Handouts

Wisconsin Vocational Equity Leadership Cadre Fall Meeting
October 1-3, 1996
The Pointe Hotel and Conference Center - Minocqua, Wisconsin

Agenda

Day One - Tuesday, October 1, 1996

11:00 - 12:15	Informal Lunch, Meeting Registration, Credit Registration	Top of the Pointe
12:30 - 12:50	*Welcome, Focus of 1996-97 Cadre Training, Overview*	Conference Room
12:50 - 2:45	*Family Economic Self-Sufficiency: A National and State-Level Collaborative Initiative*, Sandra Van Fossen, Wider Opportunities for Women (WOW)	Conference Room
2:45 - 3:00	Break	
3:00 - 4:15	*As the World Spins: How did we get here and what does it mean for the future* A panel discussion on the employment and training movement in Wisconsin. Facilitated by Normajean Bunton, Employment Options, Inc.	Conference Room
4:15 - 5:00	*Issues and Connections Between Teen Single Parent, Adult Single Parent and Displaced Homemaker Programs.* A facilitated discussion by Kathleen Paris, Paris, Cullen and Associates	Conference Room
5:00 - 5:15	Drawings for Prizes and Materials (You must be present to win)	Conference Room
5:15 - 7:15	*Planning for the Future - Steering Committee Meeting, Part 1* (Steering Committee Members Only) Facilitated by Kathleen Paris	Conference Room
5:15 - 7:15	*Spinning Into the Future - Wisconsin Women Work!* Annual Meeting Reception, Networking and Planning Activity Open to All	Top of the Pointe

Day Two, Wednesday, October 2, 1996

7:00 - 10:00	Continental Breakfast	Lobby
8:00 - 8:30	*Welcome, Focus of 1996-97 Cadre Training, Overview, UW-Stout Project Report*	Conference Room
8:30 - 10:30	*School-to-Work Issues for Women; Advocacy for Equity* Wider Opportunities for Women (WOW)	Conference Room
10:30 - 10:45	Break	
10:45 - 12:00	Advocacy for Equity: Problem Solving and Discussion	Conference Room
12:00 - 1:00	Lunch	Top of the Pointe
1:00 - 3:00	Action Research Network Meeting Presenter: Melissa Keyes, Keyes Consulting Facilitated by: Lorayne Baldus, UW-Stout	Conference Room
	Steering Committee, Part 2	TBI
3:00 - 3:15	*Technical Assistance Status Report* Barbara Bitters, WI DPI	Conference Room

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Day Two, Wednesday, October 2, 1996 - Continued

3:15 - 4:45	Round Tables (Choice of three)	
	1. *A Model for Transitioning Teen Parents That Works* Lance Ellmann, CESA #4/Judith Erickson, WWTC	Top of the Pointe
	2. *Equity Issues for Single Parents/Displaced Homemakers* WOW	Top of the Pointe
	3. *Mentoring as a Part of Equity, Single Parent, Teen Parent and Displaced Homemaker Programs,* A Discussion facilitated by Barbara Dougherty, UW-Madison	Top of the Pointe
	4. *Goals 2000 and Pregnant and Parenting Teens: Making Education Reform Attainable for Everyone* Eyvonne Crawford Gray, WI DPI	Top of the Pointe
	5. *Sexual Harassment Curriculum for Students K-12* Melissa Keyes	Conference Room
	6. *A World of Difference - Prejudice Reduction Training* Nell Anderson, Wausau School District	Conference Room
	7. *Nontraditional Employment Training in the Job Centers* Nancy Hoffman, YWCA-Milwauke	Conference Room
	8. *Youth Apprenticeship Issues* Cathy Crary, Youth Apprenticeship CommunityDevelopment Specialist, Governor's Office for Workforce Excellence, Madison	Conference Room
4:45 - 6:00	Sectionals (Choice of one)	
	1. *GESA Programs* GESA for Parents, Jean Beschta, Appleton School District GESA and Community Equity Issues, Emily Bodensteiner, Nicolet Technical College GESA - New Research and Its Relevance to Postsecondary, Jean Kapinsky, Northcentral Technical College	Conference Room
	2. *New Resources* *The Discovery of Dawn* - Video and Discussion Eileen Littig, CESA #7/NEWIST *Women in Dentistry* - Video and Discussion Jocelyn Riley, Her Own Words	Conference Room
	3. *Women in Poverty* - Video and Discussion Fran Johnson, Facilitator	Top of the Pointe
	4. *Career Planning Video - A Distance Learning Model* Barbara Nordberg, Women's Development Center, Waukesha County Technical College	Top of the Pointe

Day Three, Thursday, October 3, 1996

7:30 - 8:30	Breakfast Buffet, Announcements, *Report from the Steering Committee*	Top of the Pointe
8:30 - 10:15	*Black Vernacular English* Dorothy Reynolds, Our Communication Link, Inc.	Conference Room
10:15 - 10:30	Break	
10:30 - 12:15	*White Privilege* Melissa Keyes, Keyes Consulting and Ralph Berkeley, Multicultural Education Director, Beloit School District	Conference Room
12:15 - 12:30	Closing remarks, Drawing for prizes and materials (you must be present to win)	Conference Room

FY97 Wisconsin Vocational Equity Leadership Cadre Fall Meeting
Meeting Feedback Form

CHECK ONE ONLY:
____ Level/Major Responsibility
____ K-12 - Equity Multicultural
____ K-12 - Single Teen Parent
____ Postsecondary - Equity Multicultural
____ Postsecondary - Single Parent/Displaced Homemaker
____ Other

Name:_____
(Optional)

OVERALL MEETING EVALUATION:
Please complete the following questions by give your frank opinions and reactions:

1.	How new were the topics or materials to you?	Very New	Somewhat New	Not New
2.	How relevant or useful was the training to your work - did it meet your needs?	Yes	Somewhat	No
3.	Do you feel the ideas and concepts can be immediately integrated into your work?	Yes	Somewhat	No
4.	How effective were the presentations in getting ideas across to you?	Highly Effective	Somewhat Effective	Not Effective
5.	Was there enough opportunity for questions and discussion?	All that was needed	Too much	Should have been more

6. What was the **most helpful** information to you?

7. What was the **least helpful** information to you?

8. How would you rate the following:	Excellent		OK		Poor
Workshop Correspondence	5	4	3	2	1
Meeting Facilities	5	4	3	2	1
Meals and Breaks	5	4	3	2	1
Handouts and Materials	5	4	3	2	1
Rooms	5	4	3	2	1

... Please turn over ...

Please rate the following specific presentations and provide additional comments:

	Very Helpful		Helpful		Not Helpful	Did Not Attend
	5	4	3	2	1	0
Day One, Tuesday, October 1						
1. *Family Economic Self-Sufficiency* Sandra Van Fossen	5	4	3	2	1	0
2. *As the World Spins*... Normajean Bunton	5	4	3	2	1	0
3. *Issues and Connections*... Kathleen Paris	5	4	3	2	1	0
4. *Steering Committee, Part 1*	5	4	3	2	1	0
5. *Wisconsin Women Work!*	5	4	3	2	1	0

Thoughts you would like to share about Day One:

_____

_____

_____

Day Two, Wednesday, October 2						
1. *School to Work Issues for Women: Advocacy for Equity* WOW	5	4	3	2	1	0
2. *Advocacy for Equity: Problem Solving and Discussion*	5	4	3	2	1	0
3. *Action Research Network Meeting*	5	4	3	2	1	0
4. *Steering Committee Meeting, Part II*	5	4	3	2	1	0
5. *Technical Assistance Status Report* Barbara Bitters, DPI	5	4	3	2	1	0
6. *Roundtables*	5	4	3	2	1	0
7. *Sectionals* _____ (Please identify)	5	4	3	2	1	0

Thoughts you would like to share about Day Two:

_____

_____

_____

Day Three, Thursday, October 3						
1. *Report from Steering Committee*	5	4	3	2	1	0
2. *Black Vernacular English* Dorothy Reynolds	5	4	3	2	1	0
3. *White Privilege* Melissa Keyes and Ralph Berkley	5	4	3	2	1	0

Thoughts you would like to share about Day Three:

_____

_____

DID YOU COMPLETE THE OTHER SIDE? Thank you. Your opinions are important. Please return to Linda Riley at end of meeting.

Wisconsin Vocational Equity Leadership Cadre
The Pointe Hotel and Conference Center - Minocqua, WI
October 1 - 3, 1996

List of Handouts

Cover
What Is School-to-Work?
The School-to-Work Opportunities Act - An Opportunity to Serve All Students
From STW & Gender Equity: Opportunity for or Barrier to Economic Parity?, From Pregnant and Parenting Teens, and From School To Work: Equitable Outcomes Equity Checklist for Curriculum & Climate (Articles from the Gender Equity Notes Newsletter)
Equity and School-To-Work
Partnerships: Schools and Business
Colorado Equity Forum - Hints for communicating with elected officials
Shortchanging Girls and Boys
A Lifeline to Science Careers for African-American Females
Perspectives on Gender and Race
A District's Response to Sexual Harassment
Slippery Justice

Agenda
Meeting Feedback Form
1996-97 Equity Meeting Dates
Networking for Equity in Vocational Education: Objectives and Course Requirements
1996-97 Wisconsin Vocational Gender Equity Cadre Members
Presenters Addresses
Internet Websites and Listservs
DPI/UW-Stout Equity Resource Center Guide Supplement
Wisconsin Vocational Equity News
Wisconsin Vocational Equity News Special Supplement - Students Sharing
1997 NCSEE National Convention Information

Handouts on Tables

Equity Coalition - Abolishing Harassment
Transforming the College Classroom
Mentoring: Can it Put a Crack in the Glass Ceiling?
Teaching Tolerance - The Numbers Gap
Women are better at politics than being boss
Gender barriers didn't stop Quinn
Women list obstacles to the corner office
The Gender Gap in Yearly Earnings: Can Vocational Education Help?
'Boys rules' warp workplace
Cooperative education sweeping the country
Experts get to 'meet' of the problem
A New Wave of Women's Groups
Equity Terms
The Bias-Free Classroom
Monitoring for Bias in Your Classroom Practices
Bibliography (Multi-Cultural)
Computers in the Classroom: A Widening Gender Gap?
One Day in the Life of American Children
Research shows how school girls succeed
Study: Welfare falsely painted black

Wisconsin Vocational Equity Cadre Spring Meeting
Comfort Suites - Green Bay, Wisconsin
April 8-10, 1997

Target Group: Secondary Teen Single Parent Program Staff
Postsecondary Single Parent/Displaced Homemaker Staff

AGENDA - DAY ONE, APRIL 8, 1997

9:30 - 10:15 a.m. REGISTRATION,BREAKFAST and NETWORKING

10:15 - 11:00 Introductions, Announcements, Ice Breakers ***East Windsor***
Facilitator: Lorayne Baldus, UW-Stout

11:00 - 12:00 W-2 Update and Other Current Issues
Hannah Rosenthal, Regional Administrator, Health and Human Services

12:00 - 1:00 p.m. LUNCH

1:00 - 2:30

SECTIONAL I
Training Waivers for Single Parent/Displaced Homemaker
Leslie Binns
Enlightened Care, Inc.

SECTIONAL II
Questions & Answers on W-2 Update
Eileen Mershart, Exec. Dir.
Wisconsin Women's Council

SECTIONAL III
Training Pilot Counties for W-2
Becki Lockery
UW-Oshkosh
Lead Curriculum Writer for W-2
Division of Economic Support Training Unit, DWD

2:30 - 2:45 BREAK

2:45 - 4:00

<u>K-12 Single Parent</u>-Sharing with Consultant and Colleagues
Facilitated by Eyvonne Crawford Gray

<u>Postsecondary Single Parent/ Displaced Homemakers</u>-Sharing with Consultant and Colleagues
Facilitated by Fran Johnson

4:00 - 4:30 WRAP UP/CLOSING ***East Windsor***

4:30 - 6:30 Wisconsin Women Work Board Meeting

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Wisconsin Vocational Equity Cadre Spring Meeting
Comfort Suites - Green Bay, Wisconsin
April 8-10, 1997

Target Group: ALL

AGENDA - DAY TWO, APRIL 9, 1997

7:15 - 8:15 a.m.	Breakfast/Networking			
7:45 - 8:15	Registration			
8:15 - 9:00	Introductions, Overview, Announcements and Updates *Facilitator: Linda Riley*			***East Windsor***
9:00 - 10:15	Barriers to Moving from Welfare to Work *Wendy Pollack, Attorney* *Poverty Law Project, Chicago, Illinois*			
10:15 - 10:30	BREAK			
10:30 - 11:15	REACTION PANEL *Facilitator: Barbara Dougherty*			
11:15 - 11:30	Discussion/Wrap Up			
11:30 - 12:00	Legislative Update - Setasides *Norm Kenney, Bureau Director, Planning and Management, WTCSB* *Bob Enghagen, Department of Public Instruction*			
12:00 - 12:40 p.m.	LUNCH			
12:45 - 1:30	*"The Right To Dream" by Living Voices*			***East Windsor***
1:30 - 3:00	Adolescent Male Sexual Aggression: Incidence and Correlates *Dr. Donnel Marie Kerns, UW-LaCrosse*	Building Alliances Across Race *L. G. Shanklin-Flowers, In Reach*	Women and Disabilities *Ellen Emanuel, Ph.D., UW-Stout*	
3:00 - 3:15	BREAK			
3:15 - 4:45	Promoting Healthy Relationships *Nancy Worchester, WI Domestic Violence Training Project*	Current Information and Research-Programs that Work *Meme Kintner, Briarpatch;* *Barb Wehman, CESA #11;* *Mary Kay Kamps, Youth Services, Appleton*	Women and Disabilities (Continued) *Ellen Emanuel, Ph.D.*	
4:45 - 5:00	WRAP UP, CLOSING			***East Windsor***

Wisconsin Vocational Equity Cadre Spring Meeting
Comfort Suites - Green Bay, Wisconsin
April 8-10, 1997

Target Group: K-12 and Postsecondary Equity/Multicultural Staff

AGENDA - DAY THREE, APRIL 10, 1997

7:30 - 8:00 a.m.	Breakfast/Networking				
8:00 - 8:30	Introductions, Announcements				***East Windsor***
OPPORTUNITIES TO DELIVER PREJUDICE REDUCTION TRAINING					
8:30 - 10:30 CHOOSE ONE	Introduction to "A World of Difference" *Nell Anderson and Yer Her, Wausau*	Science, Math and Literacy Issues *Marta Larson, P.E.O.*	Sexual Orientation Keeping Your Students, Staff and Districts Safe *Barbara Bitters, DPI;* *Harriet Bruyn, PFLAG;* *Eileen Littig, NEWIST/CESA #7*	Classroom Activities on WI Indian Treaties and Tribal Sovereignty *J. P. Leary, DPI*	
10:30 - 10:45	BREAK				
10:45 - 11:45	Introduction to "A World of Difference" *(Continued)*	Expanding Your Horizons *Jackye Thomas, MATC-Madison;* *Hope Fasking, UW-Madison*	Marketing Equity, WEAC *To be Identified*	MS Sexual Harassment *Elaine Bauman, River Falls;* *Cindy Vaughn, CESA #2*	
11:45 - 12:45 CHOOSE ONE	**K-12 Equity Staff** Sharing Meeting with Consultant and Colleagues LUNCH SERVED		**Postsecondary Equity Staff** Sharing Meeting with Consultant and Colleagues LUNCH SERVED		
12:45 - 1:00	WRAP UP, EVALUATIONS - ADJOURN				***East Windsor***

1996-97 Wisconsin Vocational Equity Leadership Cadre Spring Meeting
Meeting Feedback Form

PLEASE COMPLETE:

Level working at:
_____ K-12
_____ Postsecondary
_____ Other: _____

Major Responsibility/Interest
_____ Single Parent/Displaced Homemaker
_____ Equity/Multicultural
_____ Other: _____

PLEASE COMPLETE THE FOLLOWING QUESTIONS BY GIVING YOUR FRANK OPINIONS AND REACTIONS:

1. How new were the topics or materials to you?	Very new New	Somewhat New	Not New
2. How relevant or useful was the training to your work - did it meet your needs?	Yes	Somewhat	No
3. Do you feel the ideas and concept can be immediately integrated into your work?	Yes	Somewhat	No
4. How effective were the presentations in getting ideas across to you?	Highly Effective	Somewhat Effective	Not Effective
5. Was there enough opportunity for questions and discussion?	All that was needed	Too Much	Should have been more

6. What was the **most helpful** information for you?

7. What was the **least helpful** information for you?

	Excellent		OK		Poor
8. How would you rate the overall training?	5	4	3	2	1
9. Please rate the following:					
Workshop Correspondence	5	4	3	2	1
Meeting Facilities	5	4	3	2	1
Meals and Breaks	5	4	3	2	1
Handouts and Materials	5	4	3	2	1
Rooms	5	4	3	2	1

Please turn over....

Please rate the following and provide additional comments:

	Very Helpful 5	4	Helpful 3	2	Not Helpful 1	Did Not Attend 0
Day One, Tuesday, April 8, 1997						
1. *W-2 Update*, Hannah Rosenthal	5	4	3	2	1	0
2. *Training Waivers for SP/DH*	5	4	3	2	1	0
3. *Q&A on W-2*, Eileen Mershart	5	4	3	2	1	0
4. *Training Pilot Counties for W-2* Becki Lockery	5	4	3	2	1	0
5. K-12 Single Parent-Sharing	5	4	3	2	1	0
6. Post. Sec. SP/DH Sharing	5	4	3	2	1	0

Thoughts you would like to share about Day One:

_____

_____

_____

Day Two, Wednesday, April 9, 1997						
1. *Barriers to Moving from Welfare to Work* Wendy Pollack	5	4	3	2	1	0
2. *Reaction Panel*	5	4	3	2	1	0
3. *Legislative Update*	5	4	3	2	1	0
4. *"The Right To Dream"*	5	4	3	2	1	0
5. *Adolescent Male Sexual Aggression* Donnel Kerns	5	4	3	2	1	0
6. *Building Alliances Across Race* L.G. Shanklin-Flowers	5	4	3	2	1	0
7. *Women and Disabilities* Ellen Emanuel	5	4	3	2	1	0
8. *Promoting Healthy Relationships* Nancy Worchester	5	4	3	2	1	0
9. *Current Information and Research* Kintner, Wehman and Kamps	5	4	3	2	1	0

Thoughts you would like to share about Day Two:

_____

_____

_____

Day Three, April 10, 1997						
1. *"A World of Difference"*	5	4	3	2	1	0
2. *Science, Math and Literacy*	5	4	3	2	1	0
3. *Sexual Orientation*	5	4	3	2	1	0
4. *Classroom Activities on WI Indian*	5	4	3	2	1	0
5. *Expanding Your Horizons*	5	4	3	2	1	0
6. *Marketing Equity*	5	4	3	2	1	0
7. *MS Sexual Harassment*	5	4	3	2	1	0
8. *K-12 Equity Staff Meeting*	5	4	3	2	1	0
9. *Postsecondary Equity Staff Meeting*	5	4	3	2	1	0

Thoughts you would like to share about Day Three:

_____

_____

_____

DID YOU COMPLETE THE OTHER SIDE? Thank you! Your opinions are important.

Name _____

OPTIONAL but useful.
Required for credit.

Handouts - Spring Meeting, 1997

Introductory Materials

Cover
Agenda
Evaluation
List of Handouts
FY98 Cadre Meeting Dates
Presenter List
New Resources - UW-Stout Equity Resource Center
Warmups - Day 1
Warm Ups - Day 2

DAY ONE

W-2 Update and Other Current Issues - none

DAY TWO

Barriers to Moving from Welfare to Work - Wendy Pollack

- Twice Victimized-Domestic Violence and Welfare "Reform"
- The Family Violence Option of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996: Interpretation and Implementation
- Prisoners of Abuse: Policy Implications of the Relationship Between Domestic Violence and Welfare Receipt

Legislative Update - Setasides - none

Day Three - NONE

Other Handouts in Folders

Welfare, Welfare Reform and Work

- 20 Facts on Women Workers, September, 1996
- What Women Need to Know About Downsizing
- Women and Nontraditional Work - Barriers for Female Clients
- Domestic Violence: A Workplace Issue
- Worth More Than We Earn
- Dying to Work
- Career Paths for Non-traditional Careers: Gender Equity in the Vocational Education and Job Training System
- Samples Strategies to Improve Intake and Processing Procedures
- Building a Support Group
- Women and Nontraditional Work - Barriers
- Companies Gradually Move Toward Diversity
- Women of the Valley, Glass Ceilings for Women? Nobody told these high-tech entrepreneurs.

Bullying/Sexual Harassment/Sexual Assault

- Girls Talk About Violence
- Facts About Sexual Assault - AMA
- Young, Female, and Sexually Active in the 1990's

- Another Obstacle Course
- Resource List: (Books, handbooks, and articles on bullying, sexual harassment etc.
- Bullies - the big New Problem You Must Know About
- Making Our Schools Safe for Sissies
- Big, Bad, Bully

Misc.

- Reading for Real: Magazines for Girls and Young Women
- Feminist Visions: Give me that Camera!: Playing with Gender in Videos About Girls
- Book Reviews: When the Seen and Not Heard Start Shouting: Listening to Young Women
- The Great Divide - Teens and the Gender Gap
- Today's girls have clear vision
- Girls Tell TV Programmers: "It's Time for a Reality Check
- Girls Take on TV Examined
- Fine Tuning: Diversity and realistic roles sought for girls on television
- The Diet Pill Trap
- Where the Boys Aren't
- Teens in Search of Themselves
- Unequal Treatment in Juvenile Courts
- Help for Teachers Who Want Parents to Promote Equity
- Dads play key role in their daughters' success
- Boys will be the kind of boys we let them be.
- Raising Sons as Allies
- What About the Boys
- Turning our Backs on Boys?
- Divinity and Gender, A God for Both Sexes????
- Women in the Clergy as of 1996/If the Earth's Population....
- Toxics Affect Behavior
- Girls are gaining on boys in violence, other crimes
- Girls Talk About Violence, A National Survey
- Men Moving Into Typical Female Jobs
- NO COMMENT

Resources:

- A Simple Needs Assessment
- Great Games for Girls.
- Keeping Men Involved - Third Annual Male Involvement Conference Bibliography
- Living Voices materials
- NEWIST Brochures
- Her Own Words - Order form/Seven Videos
- NCSEE Registration

Appendix C

1996-97 Equity Resource Guide

Guide

DPI/UW-Stout Equity Resource Center

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Linda L. Riley, Project Director

March, 1996

Funded by the Wisconsin Department of Public Instruction, through the Carl D. Perkins Vocational and Applied Technology Education Act, 1990. John Benson, State Superintendent, Barbara Schuler, Administrator, Vocational Equity/Single Parent Programs.

The Department of Public Instruction and UW-Stout do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

The Copyright Law
Your Rights and Responsibilities

GUIDELINES TO FOLLOW FOR COPYING

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Two guidelines exist that will help you determine if you may copy materials for your class. The law refers to these as the brevity and spontaneity test and the cumulative effect test.

> *The Brevity and Spontaneity Test:*
> The copying must be at your inspiration, not required by your curriculum, must be brief in comparison to the length of the curriculum, must be brief in comparison to the length of the work, and the time between your decision to use the material and its actual use should be so close that it would be unreasonable to expect a reply to a request for permission.
>
> *The Cumulative Effect Test:*
> The number of copies should not exceed the number of students in the one course for which the materials are intended, no other materials by the same author should be copied during the term, and there should be no more than nine instances of such copying during the term.

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The area of electronic sound and video recordings has its own fair use provisions. For example, tapes may be made from television transmissions for evaluation purposes, but they must be erased at the end of the fair use or evaluation period.

Any of the following types of activities require permission or a license agreement form the copyright holder:

1. videotaping an off-air program and holding it longer than two weeks
2. copying a substantial portion of something that can be purchased
3. videotaping most satellite transmissions
4. making multiple copies of a tape
5. making copies of a tape for repeated use

Adapted from "The Copyright Law-Your Rights and Responsibilities", UW-Stout

DPI/UW-STOUT EQUITY RESOURCE CENTER

This catalog identifies and describes print and audio-visual resources available to Wisconsin Vocational Equity Leadership Cadre members on a free loan basis from the DPI/UW-Stout Equity Resource Center. Others wishing to access resources can do so through their CESA Equity Cadre Members.

LOAN POLICY: Our loan period is 14 days. The borrower is responsible for return postage and insurance when indicated on return instructions that accompany the resources.

EVALUATION: Each resource will include a feedback form designed to evaluate our resources as well as collect end-of-the-year reporting information for our funding source. We would very much appreciate your cooperation in completing and returning this form.

ACCESSING RESOURCES: Cadre members can access resources by completing and mailing the request form found at the back of this guide or calling our office at the number listed below.

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(715) 232-1386
or
Linda Riley
(715) 232-1885

OR WRITE:

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Title 101 Books for Summer Reading - K-6

Grade K-6

Format Book (10 pages)

Description This book lists 101 books that were selected for being race and sex fair and for portraying children and adults who are disabled. Many of them also include males and females in nontraditional roles. The annotated reading list is divided into books appropriate for grades.

Title 101 Books for Summer Reading - Pre K-2

Grade Pre K-2

Format Book (10 pages)

Description The criteria for selection of these 101 books include their being sex and race fair, their representation of various ethnic groups and their portrayal of disabled children and adults. Many of them also include males and females in roles nontraditional to their sex. The annotated reading list is appropriate for grades pre-kindergarten through second.

Title 101 Wonderful Ways to Celebrate Women's History

Grade K-Adult

Format Booklet

Description Looking for some new ideas to clebrate women's history? We've compiled a wide variety of successful and exciting program ideas which have been undertaken by elementary and secondary schools, colleges, workplace program planners and community organizers, in small towns and big cities across the nation. You'll find ideas suitable for use or adaption for any purpose. A fun beginning to the study of women's history.

Title A-Gay-Yah: A Gender Equity Curriculum
Education Development Center, Inc.

Grade 6-12

Format Curriculum

Description *A-Gay-Yah: A Gender Equity Curriculurm for Grades 6-12* is a comprehensive guide to increasing gender equity and cultural awareness in middle and high school students. By framing gender equity lessons within the context of Native American history and culture, this two-part curriculum offers teachers a unique opportunity to increase student awareness and knowledge in these key equity areas as they explore issues in U.S. history and social studies.

Title Activities to Celebrate Women's History

Grade K-6

Format Video (16 minutes)

Description See the wide range of successful women's history programs that elementary schools across the country have undertaken and enjoyed. This short video is sure to activate elementary school faculty and school parents! From quick-and-simple individual activities to complete-and-complicated class projects, twenty-two possibilities ensure that everyone will find inspiration.

Title Add-Ventures for Girls: Building Math Confidence - Elementary
Franklin, 1990. WEEA Publishing Center

Grade Elementary

Format Teacher's Guide

Description Fun, hands-on activities for elementary students that incorporate strategies and approaches particularly effective with girls.

Title Add-Ventures for Girls: Building Math Confidence - Jr. High
1990, WEEA

Grade Junior High/Middle School

Format Teacher's Guide/Activity Book

Description Fun, hands-on activities for middle school students that incorporate strategies and approaches particularly effective with girls.

Title Adelante, Mujeres!

Grade 9-Adult

Format Video (30 minutes) and Study Guide

Description The most comprehensive video on the history of Mexican-American/Chicano women. Spanning almost five centuries, from the time of the Spanish arrival in the western hemisphere to the present, the major events, themes organizations, and personalities all introduced chronologically to weave a powerful, affirmative story of women's lives.

Title Administrator's Guide to Bias-Free Classrooms, Center on Education and Training for Employment

Grade K-Postsecondary

Format Book (52 pages)

Description A desk-top guide for school administrators to help guide and monitor guidance and instruction toward a biased-free environment.

Title Adopt-A-School Pamphlet

Grade K-12

Format Pamphlet

Description Are you looking for a project that will have a positive impact on the lives of hundreds of children? Your club or organization can "Adopt a School" to introduce students and teachers to fascinating women from U.S. History. Pamphlet includes many ideas for organizing/sponsoring an event.

Title After the War: A Family Album
NEWIST

Grade 9-Adult

Format Video (35 minutes)

Description In this oral history documentary, Hmong and Vietnamese refugees in Green Bay, Wisconsin recount their experiences of the Vietnam War. The producers of the video hope that more Americans will understand the great sacrifice and heroism of many Southeast Asian refugees who assisted the United States during the war.

Title America Fever
(1994)

Grade 9 - Adult

Format Video (15 minutes), Resouce Guide

Description Highlights the contents of a mid-19th-century Norwegian emigrant's trunks: a disassembled spinning wheel; heirloom embroidery, jewelry and clothing; and dried foods, copper kettles, and cooking utensils. Recreates both the excitement of the upcoming voyage and the bittersweet experience of saying goodbye to her family, probably forever. Handbills, maps, and advertising show the extravagent claims used to encourage Europeans to move to America.

Title America's Civil Rights Movement
Guggenheim, 1989. Teaching Tolerance

Grade Middle School, High School and Adult

Format Video (38 minutes), Text and Teacher's Guide

Description A free film and text curriculum kit for secondary schools. The 38-minute film *A Time for Justice* surveys key civil rights events through historical footage. The 104-page text *Free at Last* profiles those killed during the movement. A 32-page teacher's guide offers lesson plans for 1-day, 3-day or 7-day units.

Title American Indian Resource Manual for Public Libraries (DPI)

Grade

Format Book (147 pages)

Description This manual is designed to help public libraries develop collections, information resources, programming and promotional materials for adults and children about American Indian history, culture, and tribal sovereignty.

Title American Women: Their Lives in Their Words
Rappaport, 1990. HarperCollins Publishers

Grade 7 - 12

Format Book (318 pages)

Description Here's the high school general reader we've all been wating for! Well-chosen, multicultural spokesperson from each period tell of women's roles and the evolution of feminist consciousness as women came to regard themselves as independent equals to men. Excerpts from letters, speeches, diaries and interviews are tied together with skillful narration to frame each piece.

Title An Acquired Taste
Arlyck, 1985. Ralph Arlyck Films

Grade Adult

Format Video (26 minutes)
Discussion Guide

Description A filmmaker turns 40 and casts a wry look back at the school, work and media influences which have shaped his life (and all our lives) through four decades. The film poses critical questions about the pursuit of success - that particularly American fixation with being "number one."

Title Another Half
Hunter-Geboy, Wadsworth, 1985. Bill Wadsworth Productions

Grade 10-12

Format Video (27 minutes) and Discussion Leaders' Guide

Description ANOTHER HALF is a narrative film about two boys and their struggle to define their masculinity. ANOTHER HALF is a story of discovery...the discovery that men can be sensitive, responsible, gentle and caring...that they can be in touch with their inner selves...emotionally expressive...assertive as opposed to aggressive...vulnerable as well as strong...dependent as well as independent...that they can openly share their feelings with each other. ANOTHER HALF will stimulate teenagers to explore this new gender landscape. The story focuses on a situation which underscores the significant relationship between self-awareness and responsible sexual behavior. Discussion Leaders' Guide included.

Title Anti-Bias Curriculum: Tools for Empowering Young Children
Derman-Sparksanch, The A.B.C. Task Force, 1989. Louise Derman-Sparks

Grade Early Childhood, Elementary

Format Book

Description A highly readable book full of suggestions on helping staff and children respect each other as individuals, confronting, transcending, and eliminating barriers based on race, sex, or ability.

Title Anything You Want To Be
Brandon, 1971. New Day Films

Grade 7-12

Format Video (8 minutes)

Description A teenager's humorous collision with sex-role stereotypes.

Title Are You Ready
The Golden Rule Network

Grade High School

Format Color Video (32 minutes) and Discussion Guide
(See Golden Rule Network - topic: Career Planning to use in conjunction with this youth program)

Description This video is student focused and discusses preparing for making choices and choosing careers. It emphasizes the importance of math and science and finishing high school. It stresses the importance of communication, problem solving, practical and basic skills; as well as, the need for self-motivation, work ethic, flexibility and computer skills. It encourages students to explore natural talents, abilities and interests, and utilize volunteer work, exploration, goal setting and finding a mentor to assist in making choices. This presentation is well rounded and encourages personal responsibility and action. It is narrated by Holly Robinson (an actress) and utilizes appealing music in the background as well as excellent graphics. Depicts males and females and a variety of racial/ethnic backgrounds and includes handicapped students and high school dropouts.

Title As Boys Become Men: Learning New Male Roles
Irvington Publishers, Inc.

Grade 9-12

Format A curriculum for exploring male role stereotyping

Description The broad purpose of this curriculum is to help adolescent males and females explore masculinity as a set of learned behaviors and attitudes. It explores issues in eight areas including examining stereotypes, emotions, relationships, language and the media.

Title Backlash - The Undeclared War Against American Women.
Faludi, 1991. Crown Publishers, Inc.

Grade Adult

Format Book

Description This book challenges the central, and suspect, thesis of the backlash: that feminism is women's worst enemy, that the very changes that have strengthened women have actually led to their decline. In doing so, Backlash offers a timely and troubling picture of the female picture today, a picture that women and men combat and must not ignore.

Title Bafa' BaFa' - English Version
Shirts, 1977. Simile II

Grade Grade 10 - Adult

Format Simulation - includes cassette tapes, instructor's manual, and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Bailey's Birthday

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book contains information onManhatten Island and New York. Bailey the dalmatian hopes to receive wonderful presents on his birthday until he learns that spending time with people who love him is the greatest gift of all. Includes information on the history and sights of New York City.

Title Behind the Mask
Ferguson, 1993. Anti-Defamation League

Grade Elementary

Format Video (8 minutes), Study Guide

Description An animated film that teaches the concepts of stereotype and prejudice. More than 200 children participated directly in the making of this film. A detailed study guide includes a week of colorful activities to supplement the video.

Title Being a Man

Grade K-12

Format Instructional Activites on Male Role Stereotyping

Description Explores sex stereotyping and discrimination - from the male perspective through a variety of instructional materials and activities.

Title Being Fair and Being Free
1986. Anti Defamation League of B'nai B'rith

Grade 9-12

Format Reproducible Lessons

Description Key aspects of human relations presented in the form of 20 reproducible lessons. The lessons help students understand the nature of prejudice, its long-range consequences, how it undermines the individual and the nation, and how it conflicts with basic American values.

Title Belle: The Life and Writings of Belle Case LaFollette
Riley, 1987. Her Own Words

Grade High School/Adult

Format Video (15 minutes) with Resource Guide

Description This program reflects the wide spectrum of early-20th-century feminism. More than just the wife of Wisconsin governer and congressman Robert Marion LaFollette, Belle Case LaFollette was a public figure in her own right. Belle was the first woman to graduate from the University of Wisconsin Law School; in her lifetime she fought for numerous causes including world peace and women's suffrage. As a teacher, editor, and a politician's wife, Belle lectured extensively on issues ranging from dress reform to coeducation. This portrait provides a balanced look at her life, from her relationship with her husband to her part in the campaign for women's suffrage. The narrative, drawn from Belle's writings, is enhanced by photographs of Belle, her family, and artifacts of the time.

Title Betty Tells Her Story
Brandon, 1972. New Day Films

Grade

Format Video (20 minutes)

Description A revealing exploration of beauty and self-image.

Title Beyond Macho
1993. Humanities, Inc.

Grade 11 - 12th Grade

Format Video (26 minutes)

Description This program explores the new roles for men that have evolved as a result of economic and cultural changes and the women's movement, and portrays a new species, the "house-husband."

Title Black Chronicle - An American History Textbook Supplement

Grade

Format Book

Description A brief summary of the dramatic and vital history of the African American experience supported by a very helpful bibliography. An excellent supplement to many American History texts that have serious omissions and distortions of the Black experience as well as inaccuracies in the portrayal of Black people.

Title Black Elk Speaks

Grade 9-Adult

Format Book

Description In this book he tells, as no man can ever tell it again, his vision of the meaning of life on this planet as it was for the Indian of the Western Plain, and as it might be for all men.

Title Black Women in White America: A Documentary History
Lerner, 1972. Random House, Inc.

Grade 9 - Adult

Format Book (630 pages)

Description A magnificent collection of original documents in a single, inexpensive volume. Covering the period from the 1800s to the present, these letters, journals, and other first-person accounts reveal the strength, pride and sense of community of Black women in the U.S.

Title Blended Harmony - Recruiting Students into Vocational Education, 1994

Grade High School/Postsecondary

Format Training Manual

Description This training program includes three sessions: 1) Our Changing World: The Relevance of Recruiting African American Students, 2) Recruitment Techniques and Strategies, and 3) Overcoming Barriers and Creating a Multicultural Vocational Education Climate.

Title Blueprint for Success - An Interactive Training Manual for Women in Technology, 1994

Grade 11 - Postsecondary

Format Manual (75 pages)

Description There are many issues women who are considering entering a nontraditional career must think about. This manual is intended to encourage, support and help women sustain careers in these fields. It explores such topics as self-esteem, math anxiety, assertiveness, sexual harassment and the importance of support.

Title Book of Women (The) - 300 Notable Women History Passed By
Bob Adams, Inc.

Grade 9-Adult

Format Book

Description A wonderful way to introduce young women seeking role models or introduce anyone to the women our history books have often ignored, from rodeo stars and cartoonists to politicians and computer programmers.

Title Breaking Out: Career Choices for Teenage Parents

Grade 7-12+

Format Video (18 minutes)

Description *Breaking Out: Career Choices for Teenage Parents* is a video companion for the Career Planning Workbook in the Career Survival Kit for Teen Education and Employment. It focuses on the why and how of choosing higher wage occupations and the special needs of teenage parents. *Breaking Out* shows former teenage parents in higher wage occupations, teens currently parenting and in school, and women in nontraditional careers. It provides positive role models of women in nontraditional and higher wage occupations, and it shows successful teen and adult parents.

Title Building Gender Fairness in Schools, Beverly A. Stitt, Southern Illinois University Press, 1988

Grade K-12

Format Book (212 pages)

Description Resource book for teachers to help identify and eliminate gender bias from their classrooms. Includes readings on gender-fair teaching competencies.

Title Building Linkages/Building Fairness Resource Directory of Nontraditional Role Models for Career Exploration
Baldus & Foxwell, 1989. CVTAE

Grade 10-Postsecondary/Adult

Format Resource Directory

Description Contains listing of men and women (many working in nontraditional occupations) who have agreed to share their experiences with teachers and students.

Title CARE: Curriculum and Research for Equity, 1982

Grade K-12

Format Training Manual (370 pages)

Description Training program to reduce identifiable causes and effects of sex-role stereotyping which limit individual development.

Title Career Development with American Indian Women
1994. Center on Education and Work

Grade 9 - Adult

Format Book

Description This curriculum was designed as a supplement to the *Career Planning Curriculum for Single Parents, Displaced Homemakers and Single Parent Women* and follows the same format of three modules: Self-Knowledge, Career Exploration, and Career Planning. It is meant to provide instructors with supplementary background information, handouts, and activities to better address the needs and concerns of Native American/American Indian Women participating in career development programs.

Title Career Education for Disabled Women and Girls
Hopkins-Best, Murphy and Yurcisin, 1986. The Carroll Press

Grade 7-Adult

Format Trainer's Manual - Handbook of Activities

Description This book was written in response to the critical need for comprehensive and specific career preparation for disabled girls and women. The book is divided into eight topic chapters: Conquering Career Stereotypes, Utilizing Your Legal Rights, Assessing Your Career Potential, Asserting Yourself, Exploring Nontraditional Careers, Breaking the Barriers, Seeking Employment, and Balancing Personal and Professional Roles.

Title Career Fair - Survival Kit
Makiya, 1991. University of Hawaii

Grade 7-12

Format Booklet
Microsoft Word 4.0 Diskette

Description The purpose of this handbook/computer disk is to help school administrators, faculty, and staff plan and implement a career fair, just one type of activity that can be conducted to help students learn about occupations and expand life options. It contains a description of different types of career fairs, career fair coordinator's survival kit; and sample evaluations, forms, letters, and lists.

Title Career Opportunities in Apprenticeship
(1990)

Grade 9-12/Adults

Format Video (30 minutes)

Description This video is designed to interest white women and people of color in exploring apprenticeship as a means toward a satisfying job.

Title Carl
Williams, 1991

Grade 7 - 12

Format Video (35 minutes) and discussion guide

Description "Carl" is based on a true story of a young man who faced discrimination daily and took his own life when the teasing became too painful. Through the moving portrayal of Carl's life and death, members of the audience are compelled to examine their own reaction to people who may be different. "Carl" reflects the growing interest in ethical behavior of young people and gives perspective on the struggles between the disadvantaged and the priviledged and recognizes the emotional and psychological impact teasing has on students. A study guide is included.

Title Challenges: A Young Man's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 9-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This parallels the "Choices" book for females.

Title Changes! Stories to Wet With Our Breaths, Terry Tafoya

Grade

Format Book (66 pages)

Description Because they were requested so often, Dr. Tafoya has written down several stories he has been given to use in his teaching and healing work. However, stories are to be told not read. "It is up to you as a reader to flesh them out again, to take them from these thin pages and make them 'wet with your breath'."

Title Changing Channels
Buschjost, 1990. Missouri Department of Elementary and Secondary Education

Grade 7 - 12

Format A five part video series (Approximately one hour per set)

Description This video series includes students, persons enrolled in featured programs, and persons employed in occupations using interactive teleconference technique. Provides an honest perspective on positive and negative attitudes experienced by nontraditional role models. Series includes: Introduction to High Tech Careers for Women, Drafting and Computers, Electronics and Robotics Manufacturing, Aviation and Avionics, and Laser Technology.

Title Changing Channels...Designing Your High Tech Career. Live From Hollywood

Grade 8-12

Format Video (60 minutes)

Description Features an interview with Linda Bloodsworth Tomason, Writing and Director of the television shows Designing Women, Hearts Afire and Evening Shade. Tomason describes a model program she has instituted in Poplar Bluffs. She also describes her life, her education, her dreams of a career in writing that took her to where she is today.

Title Changing Channels IV - Putting the Pieces Together: Tech Prep and High Tech Careers for Women

Grade 9-12, Post

Format Video (60 minutes)

Description This program describes tech prep and the opportunities provided to students. Interviews with women in nontraditional high tech jobs give information regarding the importance of education and the advantage of doing work you enjoy.

Title Changing Roles of Men and Women - Educating for Equity in the Workplace

Grade

Format Curriculum Guide

Description This comprehensive curriculum guide, updated in 1991, contains five units as follows:
Unit 1 - Changing Roles and Lifestyles
Unit 2 - Gender Bias and Sex Role Stereotyping
Unit 3 - Equity in the Workplace
Unit 4 - Individual and Institutional Opportunities To Promote Gender Equity
Unit 5 - Evaluation and Resources

Title Changing Words in a Changing World

Grade 10-12

Format Instructor's Guide and Book

Description Changing Words in a Changing World has two main purposes:

-to introduce students to principles and methods of linguistic inquiry

-to bring about an awareness of the pervasiveness of sexism in America

Title Checklist for Evaluating Materials (A)

Grade K-12

Format Book

Description Checklists available to evaluate textbooks in the following areas:
•Language
•Occupational and Social Roles
•Physical Appearance
•Guidelines for audio/visual materials

Title Choices, 1990
New Mexico State Department of Education

Grade 6-12

Format Video (30 minutes)

Description Interviews people who pursued nontraditional jobs based on nontraditional choices made in high school. (Drafter, construction worker, emergency room technician, industrial engineering technician, pulsed power technician, paramedic, firefighter, data transcriber, auto mechanic, radio grapher etc.)

Title Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 7-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This paralells "Challenges" book for males.

Title Choices and Challenges Instructor's Guide
1984. Advocacy Press

Grade

Format Guide

Description

Title Choices and Challenges Workbook
1985. Advocacy Press

Grade 7-12

Format Workbook

Description All the exercises you see as you read Choices or Challenges (chapter one through eleven) are reprinted in this workbook.

Title Clarissa

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Clarissa, a plain brown cow who allows herself to be pushed around by all the other animals on her Wisconsin farm, helps a group of lost domestic animals find their way to the fair and demonstrates that she is bright, brave, and creative. Includes factual information on Wisconsin, farm life, dairy products, and fairs.

Title Classroom Activities for Mathematics
1990. National Women's History Month

Grade K-12

Format Packet (56 pages)

Description Packet of math activities, strategies and related information for mathematics teachers.

Title Classroom Activities in Sex Equity for Developmental Guidance
1988. WI Department of Public Instruction

Grade K - 12

Format Activity Guide

Description The sex equity activities in this book have been selected and organized to complement the Wisconsin Developmental Guidance Model which focuses on the three major areas of student development; namely, learning competencies, personal and social competencies, and career and vocational competencies.

Title Classroom Activities on Chippewa Treaty Rights

Grade K-12

Format Book (217 pages)

Description *Classroom Activities on Chippewa Treaty Rights* is intended to assist school districts in their efforts to fulfill the requirements of Wisconsin Act 31 and Wisconsin Statutes 115.4(17)(d).

Title Clear Vision

Grade 9-12

Format Video (20 minutes)

Description In the video, a young man finds himself pregnant. It reverses the male and female roles as it looks at many of the issues of unplanned pregnancy including morning sickness, body changes, prenatal care, lack of support from partner, family and friends, diminished opportunities, parental and child care responsibilities. An effective program for teaching young men about sexual responsibility. This tape has a 10 second "blip" approximately 2 minutes into program and production quality is less than perfect. Neither effect program context or message.

Title Color of Fear

Grade All Teachers, Postsecondary Students

Format Video (90 minutes)

Description *The Color of Fear* is a groundbreaking film about the state of race relations in America as seen through the eyes of eight men of various ethnicities. Working from a psychosocial viewpoint, *The Color of Fear* examines the effects that racism has had on each of the men. One by one, the men reveal the pain and scars that racism has caused them; the defense mechanisms they use to survive, their fears of each other, and their hopes and visions for a multicultural society.

Title Comparable Worth: Analyses and Evidence
Hill and Killingsworth, 1989. Cornell University

Grade Adult

Format Book

Description Compensation according to comparable worth is one of the most sweeping changes ever proposed for the U.S. economy. Supporters and critics have often been more concerned with advocacy than with careful analysis. Here, at last, is a carefully reasoned discussion of this controversial issue. The contributors include Mark Aldrich, Robert Buchele, Ronald G. Ehrenberg, Joyce P. Jacobsen, and Elaine Sorensen. Each of the essays is followed by the comments of two respondents, including an attorney, a human resource management specialist, sociologist, and a political scientist. Their remaks extend the range and balance of this volume's approach. Relying on rigorous analysis and empirical evidence, *Comparable Worth: Analyses and Evidence* brings new insights and new evidence to the debate. This volume will interest economists, social scientists, and compensation specialists looking for a broad perspective on the topic of comparable worth.

Title Computer Explosion (The) - Implications for Educational Equity
1993. Mid-Atlantic Center for Race Equity

Grade K-12

Format Book

Description Integrating computers into the school curriculum can expand educational opportunities for students. However, without particular attention to equity issues the computer revolution has the potential to widen the gap between advantaged and disadvantaged, male and female, majority and minority students. It is our goal to prevent this from occurring. This notebook is designed to provide resources to educators interested in using computers to increase opportunities for all students.

Title Confronting Sexual Harassment on Campus (1992)

Grade College level students and staff and 11-12 Graders entering postsecondary training

Format Video (2 hours)

Description This video is of a teleconference sponsored and produced by the National Association of Student Personnel Administrators and examines various forms of sexual harassment (student-to-student, faculty-to-student, supervisor-to-employee, and colleague-to-colleague), the myths and facts surrounding sexual harassment, and the development of a campus "action plan."

Title Connecting the Past with the Future: Women in Mathematics and Science, 1993

Grade 7-12

Format Video (45 minutes)

Description This program centers on the contributions of women to the fields of math and science. It includes discussions and interviews with women in the field and looks at the life of Ada Lovelace, the developer of the first computer program. It also introduces "Math Byte" a problem solving activity.

Title Connections: Women and Work and Skills for Good Jobs, 1981

Grade Middle School Students

Format Curriculum Guide (165 pages)

Description Connections, is a multi media curriculum for middle school students developed to inform girls and boys in grade six through nine about women's work prospects, problems and opportunities and help students explore skilled trade and technical fields.

Title Contemporary Perspectives on Masculinity: Men, Women, and Politics in Modern Society
Clatterbaugh, Westview Press

Grade Adult

Format Book

Description This book discusses contemporary sociopolitical perspectives on masculinity.

Title Counselor and Bias-Free Career Planning Programs

Grade High School/Postsecondary

Format Guide (30 pages)

Description A guide for counselors that suggests a variety of methods to use with students, parents, and staff to assure all career planning advice is bias-free.

Title Counselor Staff Development to Achieve Vocational Equity for Disabled Girls

Grade

Format Final Report

Description This project involved staff development for 25 high school guidance counselors within CESA 10 and 11. A 3-credit course "Career Preparation for Disabled Girls" was developed and taught to this group. The counselors attended 24 hours of weekend and evening class sessions and devoted minimally an additional 10 hours to working directly with disabled girls in a variety of guidance activities. Each participant received and used the book, Reaching the Hidden Majority: A Leaders Guide to Career Preparation of Disabled Women and Girls. This is a detailed summary of objectives and evaluation.

Title Creating Awareness in Sex Equity: An Instructional Unit in Sex Equity (1990)

Grade Middle School/High School

Format Book

Description An instructional unit designed to assist students and adults assess their own attitudes and plans, as well as attain an awareness of sex equity and bias.

Title Creating the Nonsexist Classroom - A Multicultural Approach, McCormic, 1994

Grade Staff and Administrators K-Postsecondary

Format Book, 167 pages

Description A comprehensive text specifically to assist preservice and inservice teachers in developing nonsexist education approaches for application across the curriculum. It discusses how the culture in most schools help reproduce sexism and racism and provides strategies for changing school culture and practice to be more equitable.

Title Creative Ways to Supplement Biased Materials - An Instructional Unit in Sex Equity (1990)

Grade Middle School/High School

Format Book

Description This unit contains guidelines for dealing with sex bias language and illustrations, roles, and portrayals of personal traits and physical appearance of all people as well as a wide variety of discussion questions and activities to be used with students when it is necessary to use instructional materials that are biased.

Title Cross Cultural Communication: An Essential Dimension of Effective Education (1990)

Grade

Format Book

Description *Cross Cultural Communication: An Essential Dimension of Effective Education* discusses cultural differences that can lead to communication problems in the classroom and suggests behaviors that affirm rather than devalue a miniority student's culture. Since our educational institutions tend to reflect the norms and values of the majority culture, cultural misunderstandings often have a negative effect on a minority student's academic performance. *Cross Cultural Communication: An Essential Dimension of Effective Education* assists teachers to recognize and utilize student diversity in ways that enhance academic identity.

Title Crossing Cultures II Third World Women
Valiant, 1983. Rutgers-The State University of New Jersey

Grade 6-12

Format Book - Classroom Activities

Description A book of ideas, materials, and activities focusing on Asian, Asian-American, Black, Hispanic and Native American Women.

Title Crossing the Line - Sexual Harassment Among Students
Kitchener, Reese, Sepler and Associates, Inc. and Bera, 1992. Intermedia, Inc.

Grade 7 - 12

Format Video (30 minutes) and four - 40-minute lessons

Description This program deals with sexual harassment among students which is being recognized as a form of discrimination that can deny students their education opportunity. "Crossing the Line" encourages students to examine and change their behavior concerning sexual harassment, and to create their own positive school environment. This new program includes a video, teacher's guide, overheads, student handouts, posters, and information for parents.

Title Cultural Etiquette - A Guide for the Well-Intentioned

Grade

Format Book (28 pages)

Description Cultural Etiquette is a concise, uncompromising straight forward collection of guidelines created to be of immediate, practical assistance for those committed to unlearning racism and antisemitism. The Cultural Etiquette guide teaches us to be sensitive to subtle racism, to recognize racism for what it is, and to be an active ally to all oppressed people. It is used as a textbook in over 50 colleges and universities. It is employed as a manual for cultural and racial sensitivity training in a wide variety of social service and government agencies.

Title Dane County/Wisconsin Pioneer Women's Diaries
Riley, 1986. Her Own Words

Grade 9 - 12/Adult

Format Video (15 minutes)

Description The spontaneous observations of upper midwestern pioneer women are brought to life through lively music, a vivid first-person narration, and colorful photography of quilts, clothing, cradles, diaries, pioneer artifacts, restored prairies, and log cabins.

Title Dangerous Memories Invasion and Resistance Since 1492
Golden, McConnell, Mueller, Poppen, Turkovich, 1991. The Chicago Religious Task Force on Central America

Grade K-12

Format Book

Description This book is written in a different way from the usual history text. It is a source book for reading primary documents, comments on history, and historical summaries related to the colonization and conquering of the Americas. The authors have attempted to provide some of the vision and voices of the history which are not usually seen or heard in mainstream education curricula.

Title Dating Violence - The Hidden Secret
1993

Grade 9 - 12

Format Video, 25 minutes
Brief Study Guide Summary

Description Experts say one in four teens may be in a relationship where abuse is used. This video addresses the issues of physical, sexual, and emotional abuse present in many teen relationships. It explores the experiences of both victims and offenders, male and female.

Title Dear Lisa: A Letter to My Sister
Clements, 1991. New Day Film

Grade 9-Adult

Format Video (45 minutes)
Discussion Guide

Description This film is a mosaic of varying statements, experiences and stories based on 13 interviews with women and girls from various backgrounds. Topic areas cover childhood play, the workplace, motherhood, relationships, body image, sexual assault and self-esteem.

Title Dictionary of Bias-Free Usage (The): A Guide to Nondiscriminatory Language
Maggio, 1991. The Oryx Press

Grade 5 - Adult

Format Book

Description Dictionary of bias-free terms.

Title Diversity Awareness Workshop Manual, 1992

Grade

Format Workshop Manual (123 pages)

Description This manual is devoted to increasing understanding of culture and other aspects of human difference with the goal of building empathy, curiosity and interest and the engendered respect that will promote a life time study of the riches of human experience.

Title Dreams of Flying

Grade Students grades 6-14, Adults

Format Video (27:36)

Description This video describes the career planning process, discusses the importance of families, school personnel and role models, describes the career planning process and discusses career options of steps necessary to achieve them. The program emphasizes the importance of career planning and explores nontraditional jobs.

Title Dreamworlds
Jhally, 1990

Grade High School, College and Adult (CAUTION: PREVIEW BEFORE USING)

Format Video (55 minutes)

Description This tape presents an accessible way to be able to talk about these representations and the role they play in how, young people especially, think about and behave in everyday life with regard to sexuality and gender. It uses the images of music videos themselves, rearranged and recontextualized, to highlight the precise nature of this world. It concretizes the issues by examining the relationship between video images of women and the very prevalent problem of date rape and sexual violence toward women.

Title Education for Employment - A Standard for Wisconsin

Grade Adult

Format Video (28 minutes)

Description This program describes Wisconsin's Education for Employment Standard.

Title Educator's Guide to Aids and Other STD's, Wisconsin Edition, 1987

Grade K-12

Format Curriculum

Description Provides methods and materials to help teachers help students gain the knowledge and skills needed for realistic decision-making regarding STD's while emphasizing drug use prevention. Actively oriented, behavior approach to STD education.

Title EmployAbility - Integrating People with Developmental Disabilities in the Workplace

Grade All

Format Video, 28 minutes, Closed Captioned

Description "Employability" is a documentary film, presented by Woolworth Corporation, which focuses on the experiences of people with developmental disabilities in a variety of workplace situations. Its primary message, directed principally to business, but relevant as well to educators and individuals with developmental disabilities and their advocates, is that it makes good business sense to integrate people with developmental disabilities into the workplace. In addtion, the film makes it clear that such meaningful employment will also benefit individuals with developmental disabilities.

Title Engineering: A Women's Career
Daniels, Purdue University

Grade 9 - Adult

Format Video (25 minutes)

Description This video starts out a bit slowly but the introduction is followed by interviews with many females in a variety of engineering jobs who share the advantages of careers in engineering as well as some of the aspects of being in a nontraditional field. The women also discuss activities, hobbies, marriage, families, and children in a way that portrays female engineers as well-rounded individuals who are involved in traditional as well as nontraditional pursuits.

Title Equality in Language. An Instructional Unit in Sex Equity, Project SERVE, University of Missouri, 1990

Grade K-12

Format Curriculum Unit

Description This instructional unit can be used in classrooms or workshops for students or adults to assess their own attitudes and plans.

Title Equity Evaluation - A Methods Guidebook Center on Education and Training for Employment

Grade

Format Guidebook (80 pages)

Description A handbook for local school staff to better understand the law and to help define and measure those planned student and staff activities and report resulting effects.

Title Equity in Education Series: Gender Equity for Educators, Parents, and Community, 1995

Grade K-12

Format Booklet (26 pages)

Description Today's diverse classrooms, together with the changing climate of education, challenge educators and parents to use different approaches to meet the needs of all students. *Gender Equity for Educators, Parents, and Community* helps us challenge assumptions that limit expectations for girls and boys. This booklet explains the purpose of Title IX legislation, teaches how to recognize and respond to gender bias, illustrates the effect of gender stereotying on student performance, and provides activities for K-12 classrooms.

Title Equity in Education Series: Gender Stereotypes - The Links to Violence, 1995

Grade

Format Booklet (25 pages)

Description The school system can be a key intervention point in providing students with the information necessary to understand and prevent violence. *Gender Stereotypes: The Links to Violence* helps students learn to act in nonviolent ways. This booklet illustrates the links between gender-based violence and gender stereotypes; describes how schools can promote and support healthy, violence-free relationships; and provides guidelines for policies and procedures that discourage gender-role stereotyping.

Title Equity in Education Series: Gender-Fair Math, 1995

Grade

Format Booklet (22 pages)

Description An interrelated set of attitudes, self-perceptions, and feelings reinforced by society, parents, educators, and peers can combine to deter girls from mathematics. A hands-on tool for families and educators, *Gender-Fair Math* explains the harmful and lasting effects of gender-role stereotyping. This booklet offers information on the latest research, identifies what works to help students build math confidence, shows how to create a school climate that will encourage girls in math, and provides classroom tools and strategies that increase boys' and girls' interest in math.

Title Equity in Education Series: School-to-Work - Equitable Outcomes, 1995

Grade

Format Booklet (26 pages)

Description A school-to-work program's ability to help all students succeed is crucial. The program must serve the needs of students who are female, are of color, have disabilities, whose first langusge is not English, or are teen parents. *School-to-Work: Equitable Outcomes*, outlines the School-to-Work Opportunities Act, explains the importance of school-to-work initiatives, describes how gender-biased messages influence girls' and boys' career choices, and teaches equitable techniques that support school-to-work programs.

Title Equity Leadership Development Program for Sex Equity, 1988

Grade

Format Training Programs

Description This program includes 12 staff development/training modules to promote sex equity and eliminate sex bias and stereotyping in educational programs. Emphasis is placed on vocational education and nontraditional careers.

Title Equity Principal (The) - An Inclusive Approach to Excellence
Grayson, 1987. D. Grayson & Los Angeles County Office of Education

Grade K - 12

Format Training Manual

Description This training includes research and self-assessment on effective schooling and what effective administrators can do to maximize the potential for all students to achieve. Equity concepts related to gender, race, disability, national origin and socio-economic class are infused to ensure an inclusive approach to excellence.

Title Examining Materials for Sex Fairness - An Instructional Unit (1990)

Grade Middle School/High School

Format Book

Description Instructional unit designed to assist in recognizing and evaluating negative and/or biased written and audio teaching materials.

Title Expanding Career Options Manual, 1985

Grade 9-12 Regular and Special Needs

Format Sex Equity Curriculum Guide

Description Expanding Career Options is a collection of student activities, lesson plans and strategies designed to eliminate sex bias and sex role stereotyping.

Title Fable of He and She (The)
Noyes, Coronet/MTI Film & Video

Grade K - Adult

Format Video (11 minutes)

Description This animated fable by Eliot Noyes, Jr., gently challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression.

Title Failing at Fairness - How America's Schools Cheat Girls
Myra and David Sadker, 1994

Grade 10 - Adult

Format Book

Description At every turn, today's school girls face subtle and overt gender inequities that relentlessley chip away at their self esteem and aspirations for the future. Based on twenty years of research by two of America's most distinguished social scientists, this stunning report gives many concrete examples of persistent bias against girls within the educational system, including their invisibility in the curriculum. A must for any teacher or concerned parent.

Title Fairer Sex (The)?

Grade

Format Video (18:20)

Description We live in a society where gender stereotypes have been taken for granted. Yet more than half the population faces discrimination on a daily basis. ABC's "Prime Time Live" set out to discover whether there are daily differences in being a male versus being a female in today's American society, particularly in the workplace.

Title Fatherhood: Past, Present and Future
Levine

Grade 9 - Adult

Format Audio Tape

Description A presentation from a public radio broadcast in which Dr. James Levine talks about fatherhood and family.

Title Finding Our Way - Men Talk About Their Sexuality
Kaufman, Lipman, Thompson

Grade Adult

Format Video (38 minutes) and Study Guide

Description How men view their own sexuality is the subject of this documentary. Gathered together for a weekend retreat to talk about their sexual selves, twelve men of different ages, backgrounds and sexual orientations participate in candid discussions that question the equation of aggression, domination and conquest with being male. A first step toward the creation of new role models, FINDING OUR WAY provides a rarely seen close-up of intergenerational men that will serve as an excellent springboard for discussion.

Title First Day of School in America (The)
Magic Video Productions/NEWIST

Grade 7 - 12

Format Video (40 minutes)

Description This 40-minute drama is the story of Kou Yang's first experience in an American high school. He doesn't understand English or the teachers, yet his parents expect him to do well. He also finds his accent and very self to be a source of amusement and disdain to his classmates. Yet in the midst of all this discomfort, Kou Yang finds he has a crush on an unattainable American girl. Watch Kou develop the courage to communicate with this girl. Watch how he, for himself, breaks down the wall of social isolation. The **First Day of School In America** was made by Magic Video Productions, a JTPA-sponsored video company employing Southeast Asian high school students in Green Bay, Wisconsin.

Title Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in the Schools,1994.

Grade 6-12

Format Teacher's Guide

Description This guide may be used effectively in a variety of courses in grades 6 through 12 and can be tailored to suit particular time restrictions, age groups, and to the related lessons in your classroom. It includes a comprehensive introduction, six "core" lessons, supplementary activities, resources and relevant readings.

Title Follow Your Dream
(1988)

Grade Middle School/High School

Format Video (6:16) with Study Guide

Description This energetic music video gives the message that girls need to plan their careers. The process starts with a dream of career possibilities, then progresses into goal setting and making specific plans to attain that dream. The girls in the video envision becoming a record producer, firefighter, judge, civil engineer, and airplane pilot. Their teacher supports these aspirations by helping the students visualize themseves in specific careers. Finally, the video highlights these young women successfully engaged in their dream occupations. Even the credits reinforce a variety of career options.

Title From A auto mechanic to Z zoologist - Go For It!
Ucciferri and Butler

Grade Middle School/High School

Format A Directory of Role Models for Career Exploration

Description A role model directory of women in challenging careers.

Title From a Secret Place

Grade

Format Video (40 minutes)

Description Adolescence is a turbulent time for anyone, but it may be particularly difficult for teenagers to come to terms with gay or lesbian sexual identities. In this new video, six young people speak eloquently about the process of coming out. Some were rejected by friends or harassed at school, yet others were surprised at the acceptance they received, and all now express a growing pride and increased self-esteem. Also interviewed are three supportive parents, and a psychotherapist. This is an outstanding tool for sensitizing parents, educators and the public to the unique struggles of this population, and provides helpful perspectives for other gay and lesbian teens.

Title Funny Ladies: A Portrait of Women Cartoonists
Briggs, 1991. New Day Films

Grade High School - Adult

Format Video (46 minutes)
Study Guide

Description Lively and intimate portraits of the cartoonists behind America's best-loved comic strips by women: "Brenda Starr," "Cathy," "Sylvia," and "Ernie Pook's Comeek." FUNNY LADIES reveals the process of creating a comic strip, examines the role cartoonists play in commenting on society and celebrates the contributions of women to cartoon art since the turn of the century.

Title Gender and Diversity in the Workplace, Sage Publications, 1994

Grade Postsecondary

Format Book (151 pages)

Description The purpose of this book is to provide a complete and comprehensive set of instructional materials to address the issues of demographically dissimilar people working together. It includes a variety of types of exercises, diagnostic instruments, role plays, case studies and simulations.

Title Gender Impressions Inventory, 1986
by George Ford and Kathleen Ford

Grade

Format Booklet (8 pages)

Description Contains inventory and scoring for Gender Impressions Inventory.

Title Gender Issues in Contemporary Society
Constanzo and Oskamp, 1993. Sage Publications

Grade High school - Adult

Format Book

Description The study of how gender influences social life and has moved from the outskirts of psychology to the center of current research in the field. Conflicts surrounding these issues not only have impacted the environments of home and work, but have also stood directly in the forefront of our national attention as was seen in the Thomas confirmation hearings and the William Kennedy rape trial.

Title Gender: The Enduring Paradox
1991. PBS Video

Grade High School

Format Video (58 minutes)

Description This program explores the subject of gender in American society, from the formation of childhood gender roles to socially-constructed notions of masculinity and femininity, exploring the validity of popular ideas about men and women and illustrating the paradox and contradictions of gender.

Title Girls and Boys Getting Along: Teaching Sexual Harassment Prevention in the Elementary Classroom

Grade K-6

Format Curriculum Guide

Description The goal of this program is primary prevention of sexual harassment and intervention to reduce the incidence of sexual harassment among students. Through a variety of activities the program provides students with factual information about personal safety, respecting one another, identifying sexual harassment, fostering positive gender-based relationships and promoting the use of positive conflict resolution skills when problems occur. Separate programs for K-3 and 4-6 are included in the manual.

Title Girls Can! AAUW, 1995

Grade All

Format Video (16 minutes)

Description Complement to *Shortchanging Girls, Shortchanging America*. An insperational look at programs around the country that are making a difference in fighting gender bias in schools.

Title Going Places: An Enrichment Program to Empower Students
Eldred, Bailey, Christiansen, Crane, Takashima, Van Gelder, Walker, Bacca, 1991. WEEA Publishing Center

Grade Middle School

Format Book

Description *Going Places: An Enrichment Program to Empower Students* is an important resource for schools seeking to reduce dropout rates and encourage high school success. Based on the successful San Diego model, *Going Places* addresses the specific needs of potential dropouts with a focus on enrichment and hands-on, cooperative group learning. This intensive program develops and builds self-esteem, improves problem-solving and decision-making skills, and develops leadership skills-all designed to help students begin high school with a successful experience. Details how to implement the program, how to recruit students, and guides teachers through the daily plan for eighteen weeks. Designed to help middle school students learn about themselves and think about issues, *Going Places* emphasizes support groups, a sense of belonging, and parent involvement in the education of their children. Description guides refer to three videos, "One of a Kind", "Seeing Yourself" and "Being Yourself."

Title Golden Rule Network (The) - A National Forum on Career Planning for Youth, September 21, 1990

Grade Adult

Format

Description This tape's purpose is to educate viewers on the present status of career planning for youth. It is intended to generate discussion and provide new directions in the area of career planning. It should be used in conjunction with the videotape "Are You Ready?"

Title Growing Up Female
1990. New Day Films

Grade Adult

Format Video (50 minutes)

Description GROWING UP FEMALE shows the socialization of the American woman through a personal look into the lives of six women, ranging in age from 4 to 35. We see the forces that shape them - parents, teachers, guidance counselors, advertising images, pop music, and the institution of marriage. A classic film produced in 1971 at the birth of the modern women's movement, it offers us a chance to see how much has changed - and how much remains the same. Purchased by over 400 universities and libraries.

Title Guide to Nonsexist Language and Visuals, University of Wisconsin-Extension, 1985

Grade

Format Guide (25 pages)

Description This book provides help and guidelines in the use of language and visuals that will open the doors of equality, participation and potential for all.

Title Guidelines for Sex-Fair Vocational Education Materials

Grade K-12

Format Books

Description Guidelines and checklist for examining vocational materials for bias in the areas of language, roles, personal traits, physical attributes and illustrations.

Title Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Grade K-12

Format Book

Description Guidelines intended to aid vocational education teachers in recognizing and dealing with sex biases contained in classroom materials and how to mitigate their effects and to help students explore their own bodies.

Title Gumbo Goes Downtown

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book contains information on New Orleans and Louisiana. A story about a dog's adventure in New Orleans and his return home. Unable to scare anybody, Gumbo the watchdog runs away to the French Quarter of New Orleans in search of a new identity. Gumbo discovers home is "where we know and are known." It is where we have and are loved, need and are needed.

Title Hana's Year

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book presents information about Japanese textiles and art. A young macaque monkey living in the mountains of Japan gets into trouble when she follows the lead of a mischief-maker. Includes discussion questions on peer pressure and information on Japanese folk textiles. Hana learns a valuable lesson about resisting peer pressure and taking responsibility for her own actions.

Title Hand in Hand: Mentoring Young Women, WEEA, 1988

Grade

Format Guides (3 books)

Description A set of three books: 1) Guide for Planning, Implementing and Evaluating a Mentoring Program; 2) Idea book for Menors, and; 3) Student Career Journal designed to help schools and businesses to cooperate in conducting a mentoring program.

Title Hate, Homophobia and Schools, 1995

Grade Jr/Sr High School, Postsecondary

Format Video, 60 Minutes

Description Gay, lesbian, bisexual and transgender children are often surrounded by hatred within the walls of their schools. Many times they are at physical and emotional risk for their lives. *Hate, Homophobia and Schools* is a 60-minute video designed around a forum of gay and non-gay; some anti-homosexual, youth and adults discussing what it is like to grow up gay in this society. The program will have a positive impact on school kids, both homosexual and heterosexual, middle and high school staffs, as well as families of these at-risk children.

Title Heart on a Chain: The Truth About Date Violence
Advanced American Communications

Grade 9 - 12

Format Video (17 minutes)
Discussion Guide

Description This informative program addresses the issue of teenage date violence by speaking directly to young abusers and victims. Dramatically staged, it demonstrates the behaviors of several teenagers as each relates to a dating partner.

Title Heroes and Strangers
Rasmussen and Heriza, New Day Films

Grade 9 - 12

Format Video (28 minutes)
Viewers Guide

Description Whether a hero or a stranger in the family, men's roles are changing. This documentary explores a father/daughter and a father/son relationship, revealing the complex social and economic forces affecting the role of men in the family. Raising provocative questions about love, work, and gender roles, HEROES AND STRANGERS will generate discussion about the possibility of change in family structures and relationships.

Title Horizons 2000: Career and Life Planning for Young Women - Grades 5-6, 1993. Cheryl G. Bartholomew, Ph.D.

Grade 5-6 Males, 5-12 Females

Format Teacher Manual, Parent Handbooks, Student Workbook, 2 Videos (30 minutes each)

Description This developmental program addresses the career and life planning concerns of young women (in grades 5-12) and young men (in grades 5-6). Three broad components of the curriculum; Clarifying Attitudes, Enhancing Self-Esteem, and Examining Career Choices, combine synergistically to expand student's horizons.

Title Horizons 2000: Career and Life Planning for Young Women - Grades 10-11

Grade 10-11

Format Manual, handbooks, workbooks, 3 videos (30 minutes each) and audio cassette

Description This developmental program addresses the career and life planning concerns of young women and young men. Three broad components of the curriculum; Clarifying Attitudes, Enhancing Self-Esteem, and Examining Career Choices combine synergistically to expand student's horizons.

Title How High the Sky? How Far the Moon?
Menard, 1979. Education Development Center

Grade K-12

Format Activity/Curriculum Book

Description A comprehensive program for teaching science and equity at the same time. For grades K-12, lessons are arranged by grade levels and contain lesson plans and materials.

Title How to Tell the Difference: A Checklist for Evaluating Children's Books for Anti-Indian Bias
Slapin, Seale, Gonzalez, 1992. New Society Publishers

Grade K-12

Format Book

Description This checklist makes it easier for a teacher, parent, librarian or student to choose non-racist and undistorted books about the lives and histories of the People. Gives examples of several established criteria. (32 pages)

Title Improving Minority Student Achievement: Focus on the Classroom, Mid-Atlantic Center for Race Equity, 1986

Grade K-12

Format Book (263 pages)

Description This training package is designed to provide teachers with the information and shells they need for demonstrating positive expectations for all students through their behavior and is designed to be conducted by a principal or other school administrators, a teacher supervisor or a senior teacher.

Title Increasing Options Through Life Work Planning
Gassman and Deutsch, 1990. WI Department of Public Instruction

Grade 7 - 12

Format Book, facilitator guide, activities, handouts, and resources

Description Life work planning is a process that helps individuals develop tools for gaining and maintaining self-direction in the face of many choices. It is a step-by-step method of examining skills, values, interests, and needs and is invaluable for surviving and thriving in a complex and rapidly changing world of employment, home and family, education and leisure.

Title Indian Giver, Jack Weatherford

Grade 7 - Adult

Format Video (45 minutes)

Description This program is an excellent description of how the modern world has been enriched by the gifts of Indian people in the material areas of economics, food, and medicine, as well as in the area of ideas such as democracy.

Title Individual Differences: A Program for Elementary School Age Children
Cummings, London, Moore, Raschke, Schwartz & Tofley, 1974. Madison Public Schools

Grade K-5

Format Activity Book

Description A wide variety of activities focus on issues that engage each student's individual capacities. They help children gain a better understanding of themselves as individuals and enhance their respect for differences in others.

Title Infusing an Equity Agenda into School Districts, Grayson, 1985

Grade

Format Book (25 pages)

Description The IPM is designed to be adaptable at any level, from multistate regional agencies to the individual classroom. It is basically a management strategy which can be implemented through existing organizational structures, which responds to identified local needs, and which infuses equity concepts into local programs and practices. The model builds in an ongoing system for compliance and continued infusion. It is a way of institutionalizing equity by involving key district personnel in supporting the implementation of concepts and materials by practitioners in the classrooms. The model succeeds because it is simple.

Title Inger's Promise

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. A story of trust, cooperation and bravery. Ingar, a young reindeer buck, makes mistakes but proves himself to be a trustworthy friend who saves two older reindeer by leading them through a snowstorm and dangerous territory.

Title Invisible Rules: Men, Women and Teams

Grade High School, Postsecondary, Adult

Format Video (34 minutes) includes Discussion Guide

Description Sequel to *The Power Dead-Even Rule*, Dr. Pat Heim discusses being raised in different cultures (male and female) teaches different lessons about what it means to be a leader or a team player and many other invisible rules that cause many of the misunderstandings that men and women experience in the workplace. A lively, thoughtful and sometimes humorous discussion and that can benefit all.

Title It's In Every One of Us
Krutein & Pomeranz, 1987. Wernher Krutein Productions, Inc.

Grade K - 12/Adult

Format Video (7 minutes)

Description IT'S IN EVERY ONE OF US is a powerful reminder of our common humanity. This unforgetable seven minute video blends heart-warming images of our global family with music and lyrics that celebrate the human spirit. It lets us *feel* the wisdom and truth we all carry within us. Enchanting to both adults and children.

Title It's Not Always Happy At My House
MTI Film & Video

Grade K-12 **This program must be previewed and audience prepared before showing.**

Format Video (34 minutes)
Discussion Guide

Description Made especially for children, this program was designed to aid in breaking down the sense of isolation and secrecy that prevails in the battered family. In a realistic dramatization, the central family is shown taking the necessary, though not easy, steps to ensure their safety and to learn about the violence in their own lives. This program will also be an important consciousness-raising tool for individuals working with children, and those responsible for developing or administrating policy and legislation concerning domestic violence.

Title Jack and Jill Series: The Masculine Mystique

Grade

Format video (30 minutes)

Description This videotape outlines some of the restrictions men experience because of sex bias that may inhibit their emotional growth and trap them in unsatisfying careers. Narrated by Pat Sullivan and includes commentary from Warren Farrell and interviews with families and teachers. Athough clothing and hair styles are very dated, content is still (unfortunately) very relevant. Historically facinating and could be excellent for starting a discussion.

Title Jomo and Mata

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. A story about elephants in East Africa. When the riverbed dries up, thirsty Jomo the elephant learns that helping to dig a well is sometimes more important than besting his brother. Includes facts about the landscape and inhabitants of East Africa's savannah.

Title Juggling Lessons - A Curriculum for Women Who Go to School, Work, and Care for Their Families
The Network, Inc.

Grade

Format Instructor's Guide

Description Several instructional units, designed to stand alone or in conjunction with others, that provide practical knowledge and skills to assist students in managing the multiple responsibilities related to faimily, work and school.

Title Just Between Sisters: Futures Unlimited
Minority Women in Technology (1987)

Grade Middle School/High School

Format Video (approximately 30 minutes) and Resource Guide

Description This program, an the accompanying guide, promote nontraditional career choices for women.

Title Just What the Doctor Should Have Ordered
A Prescription for Sex-Fair School Health Services
Dunklie, 1989. WEEA Publishing Center

Grade K-12

Format Book

Description This manual provides a way for anyone concerned with health services--as a consumer, as a provider, or as an administrator--to evaluate health services and begin to identify ways to make them more equitable for girls and boys, for women and men. Includes sections on Title IX, pregnant students, sex education, student health insurance, sports medicine, AODA programs, etc.

Title Keepers of the Earth - Native American Stories with Environmental Activities for Children

Grade K-8

Format Book

Description This is a book about living, learning and caring. It features a collection of North American Indian stories and related hands-on activities designed to inspire children ages 5-12 and help them to feel a part of their surroundings. This emphasis is on an interdisciplinary approach to teaching about the earth and Native American cultures. Intended to provoke curiosity among children, the activities facilitate discovery of their environments and help children understand the influence they have on their surroundings.

Title Kiki and the Cuckoo

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Kiki, a western meadowlark, migrates from Texas to the Kansas prairie to make his summer home, and a wife, and have a family. Kiki's world is invaded by a cuckoo clock and a rivalry begins. This is a story about competition and choosing our contests with care.

Title Kylie's Concert

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. A sequel to *Kylie's Song* set in Australia, Kylie leaves the security of her eucalyptus tree to follow a new dream. While exploring the Australian forest and meeting the different animals who live there, Kylie the singing koala discovers that they are in danger of being destroyed and becomes active in saving the forest.

Title Kylie's Song
Sheehan, 1988. Advocacy Press

Grade K-6

Format Book

Description Kylie's unique singing talent is scorned by her neighbors. But, with work and determination, she not only fulfills herself, but also earns their respect and love. Selected by the Coors Foundation for Family Literacy for their national program.

Title Land of O's
1995

Grade Adult

Format Video (28 minutes)

Description Follow up to A Tale of "O". This program links diversity with productivity, competitiveness and bottom line results address "real-world" issues.

Title Let's Begin With Us - A Regional Equity Conference
Ross

Grade K-12

Format Manual

Description This manual describes how the Ysleta Independent School District in Texas implemented a sex equity regional conference. It includes many helpful hints and samples of letters, schedules, brochures, etc.

Title Lifting the Barriers: 600 Strategies that Really Work to Increase Girl's Participation in Science, Math & Computers

Grade K-12

Format Book (111) pages)

Description Based on the experiences of two hundred K-12 educators from every state in the country, this book contains hundreds of tested strategies that are teacher-friendly as well as successful. They range from the simple to the complex, from the obvious to the ingenious, from the free to the expensive. Most, however, are easy and cost nothing or very little.

Title Little Girl Book (The) - Everything You Need to Know to Raise a Daughter Today

Grade

Format Book (277 pages)

Description This book is for parents of daughters and teachers of young girls. It provides background in psychology and socialization to help illuminate the philosphical side of raising young girls. Additionally it offers practical tips and applications to assist. It includes discussions on sex differences and development of girls from infancy through 3rd grade.

Title Louisiana Women in Nontraditional Occupations
Louisiana Department of Education

Grade 9-12/Adult

Format Video (of slides with narrative) (23 minutes)

Description A very long sampling of Louisiana women in nontraditional jobs. Narration includes descriptions of jobs, duties, promotions, salary, etc.

Title Love Hurts
1994

Grade 9 - 12

Format Video

Description An original ABC after school special, this dramatic video examines the abusive relationship between two high school students. Michael, a football player, batterer, and Christine, a straight A student, musician and victim. It examines the dynamics of abuse and choices of action.

Title Love in a Pumpkin Shell

Grade 7-12

Format Video (30 minutes) and Teacher Guide (25 pages)

Description *Love in a Pumpkin Shell* is a half-hour television documentary designed to help youth and adults recognize and prevent dating violence in teenage relationships, inform them where to go for help and educate them about what constitutes a healthy relationship.

The poignant stories told by the young people on the program take the viewer through the pain of the cycle of date violence: the tension building stage, the explosion or battering stage and the honeymoon stage.

Title Maid of the North (The)
Phelps, 1981. Henry Holt and Company

Grade 4 - Adult

Format Book (176 pages)

Description Delightful! Twenty-one traditional folk/fairy tales featuring self-confident, heroic, clever, resourceful figures in leading or crucial roles. Heroines represent a variety of ethnic and cultural backgrounds, including American Indian, Japanese, Russian, Scandinavian, Celtic, and East Indian.

Title Making Change for School Improvement
The Network

Grade

Format Game

Description Making Change for School Improvement is a tool for educators that simulates organization change in education settings. Organized as a training game, players have fun while they learn to manage change in schools. More importantly, players get the opportunity to try out real life strategies for changing policies and practices in a fictional school district, complete with administration, school staff, and members of the community.

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Video (11 minutes) - Leader's Discussion Questions

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Film

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Waves: An Anthology of Writings By and About Asian American Women
Beacon Press

Grade 10 - Adult

Format Book (481 pages)

Description By and about women who trace their roots to Asia, this ground-breaking anthology includes autobiographical writings, poems, short stories, essays and photographs. Arranged thematically around topics of importance to this growing community - immigration, war, work, generations, identity, discrimination, and activism - this book shows that Asian-American women are not afraid to speak their minds.

Title Male and Female: Respecting Each Other
Alfred Higgins Production, Inc.

Grade Junior-Senior High School

Format Video (18 minutes)

Description Dramatically emphasize how sex role stereotypes can negatively affect teens - and what they can do about it. Teens often feel confused over society's message about what is appropriate behaviors for males and females in their actions and attitudes regarding one another. The sources of misleading gender stereotypes are explored and refuted. This dramatic video provides insight and shows steps that can be taken toward recognizing unhealthy patterns and building relationships based on mutual respect and equality.

Title Male Experience (The), Third Edition
Doyle, James A., 1995

Grade

Format Book (343 pages)

Description This book examines men's lives and includes sections on "Perspectives on the Male", "Elements of the Male Role", and "Some Issues of Concern to Males." A very comprehensive study of the changing lives of men presented in a readable format.

Title Man Oh Man
Clements, New Day Films

Grade

Format Video (18 minutes)

Description MAN OH MAN takes a loving, curious look at the forces which mold young boys into men. Men from all walks of life speak with humor and sadness about what is expected of them. Explores personal definitions of masculinity, inter-gender communications, self-worth, gender stereotyping, and changing roles. As an honest representation of one filmmaker's glimpse into the male world, it is guaranteed to spark audience interest and stimulate discussion.

Title Maryland Women's History Resource Packet - 1990

Grade

Format Book and Women's History Display Kit

Description A good model for creating local or statewide resources for Women's History.

Title Mathematics Anxiety/Avoidance Prevention Project

Grade K-12, Postsecondary

Format Book

Description The first section (Readings) includes articles on problems of math anxiety and avoidance to provide background on causes, consequences, and possible cures. The remaining sections (Teaching Techniques, Learning Activities, Anxiety Counseling, Career Counseling and Community Resources) are directed to mathematics teachers and counselors. They suggest specific ways the math anxiety/avoidance can be dealt with in the classroom, resource center, and counseling center.

Title Measures and Standards Teleconference
Missouri Department of Elementary and Secondary Education

Grade Adult

Format Video (1 hour, 15 minutes)

Description This live/interactive teleconference focuses on the development and implementation of a system of core measures and standards. It provides information regarding compliance information of Perkins II, discusses procedures for determining measures and standards and develops a greater understanding of the role of measures and standards in the total vocational accountability process.

Title Men and Masculinity - Changing Roles, Changing Lives
Oasis

Grade 10-12

Format Video (30 minutes)

Description Men and Masculinity: Changing Roles, Changing Lives is a lively and provacative exploration of the people, the ideas, and the activities of the pro-feminist, gay-affirmative men's movement, with informal interviews, workshop footage, and concert performances recorded at the 13th National Conference on Men and Masculinity. This program is a valuable resource for stimulating discussion about men's roles and male behavior, and also serves as an excellent introduction to what's happening in the changing men's movement today.

Title Men Are From Mars, Women Are From Venus
Gray, 1992. HarperCollins Publishers

Grade 10 - Adult

Format Book

Description Once upon a time Martians and Venusians met, fell in love, and had happy relationships together because they respected and accepted their differences. Then they came to Earth and amnesia set in: They forgot they were from different places. Using this metaphor to illustrate the commonly occurring conflicts between men and women, Dr. John Gray explains how these differences can come between the sexes and prohibit mutually fulfilling loving relationships. Based on years of successful counseling of couples and individuals, he gives advice on how to counteract these differences in communication styles, emotional needs, and modes of behavior to promote a greater understanding between individual partners. *Men Are from Mars, Women Are from Venus* is an invaluable tool for developing deeper and more satisfying relationships.

Title Men's Lives
New Day Films

Grade 9-12/Adult

Format Video (43 minutes)

Description This film discusses expectations of parents, teachers and role models presented in sports, advertising, and media that give messages to males about what it is to be a man.

Title Mentor's Guide to Improved Equity in Decision Making Center on Education and Training for Employment

Grade

Format Guide (34 pages)

Description A targeted set of suggested methods for adult mentors to better assure that they keep all options open to students during advisement.

Title Metoo Career Choices
1988. Dragons Are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The kit contains 16 scripts, an activity book and a "how" and "why" of career puppetry as well as 3 outfits and 15 patches for teaching about career choices to students K-6.

Title METOO Checks into Attitudes
Madsen-Clark, Scholz, 1991. Dragons are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The purpose of this activity kit is to: explore skills and attitudes that will effect life long career choices, discuss coping skills while students are attending school, and empower students to "think" about options available to them.

Title Mind Parasites (The)
Wilson, 1967. Oneiric Press/Wingbow Press

Grade 9 - Adult

Format Book

Description

Title Mindset for Math (A): Techniques for Identifying and Working with Math-Anxious Girls
Genshaft, Haglieri, 1987. WEEA

Grade 4 - 9

Format Activity Book

Description A program for upper elementary and middle school students that treats anxiety as a component of math instruction. Helps girls recognize feelings of anxiety and learn to reduce them, using proven stress-reduction techniques. Activities make math relevant and fun.

Title Mini-Films on Prejudice (ADL-PSA's)
Anti-Defamation League

Grade 7 - 12/Adult

Format Video (10 minutes)

Description A series of 12 mini-films designed to introduce students to the nature of prejudice. Celebrities commenting on the evils of prejudice include Edward Asner, Erik Estrada, Bonnie Franklin, Larry Hagman, Judd Hirsch, Linda Lavin, and Carroll O'Connor.

Title Minou
Bingham, 1987. Advocacy Press

Grade K-12

Format Video (18:30 minutes)

Description Minou lived a Cinderella life. Her owner, Madame Violette, saw to her every need. Minou probably would have lived "happily ever after," but tragedy strikes and Minou finds herself on her own, completely unprepared to take care of herself. As she learns the skills to become self-sufficient, she takes us on a gorgeously illustrated exploration of the sights and architecture of Paris.

Title Mirror, Mirror
Krawitz, 1990. Women Make Movies

Grade 9-12/Adult

Format Video (17 minutes)

Description MIRROR, MIRROR provocatively explores the relationship between a woman's body image and the quest for an idealized female form. Thirteen women, of varying age, size, and ethnicity, candidly reveal the ambivalence with which they regard their own bodies.

Title Molly's Magic

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Molly, a clever pig living on an Irish farm, helps supplement the family income by attracting customers to their tea garden. Book presents information about Ireland and about farm life and farm animals. It is a story of a problem-solving pig that helps overcome adversity through a special kind of magic.

Title More Choices: A Strategic Planning Guide for Mixing Career and Family, 1988

Grade 16-Adult

Format Book (240 pages)

Description *More Choices* offers new strategies for today's realities. It shows how, with proper planning, it is possible to support a family - and still find time to enjoy it. This is an ideal book for anyone about to choose a career or start a family, whether they are in high school, college, or already in the workforce.

Title Mother-Daughter Choices
A Handbook/Video for Coordinators
Bringham, Quinn, Sheehan, 1988. Advocacy Press

Grade 4-6

Format Handbook/Video

Description Six week proven program for small groups of mothers and daughters. Prepares pre-teens for peer pressures and critical decisions they will face on entering puberty. Strengthens trust and communication. Encourages goal setting. Includes presentations, meeting guidelines, publicity and more. Video shows programs in session.

Title Mothers of Invention from the Bra to the Bomb. Forgotten Women and their Unforgettable Ideas
Varc and Ptacek, 1987. Quill William Morrow

Grade 9-12/Adult

Format Book

Description All of the following were discovered or invented by women: nuclear fission, pink champagne, solar heating, the bra, drip coffee, radioactivity, the Barbie doll, pulsars, the ice cream cone. But how many of these women's names and achievements are remembered by history? Informative, poignant, and sometimes very funny, this book presents the stories of some remarkable women who did not let the odds stop them from tinkering with the way things were and coming up with something better.

Title Multicultural Literature for Children and Young Adults
1991

Grade

Format Book/Bibliography (80 pages)

Description A bibliography of literature by and about African Americans, American Indians, Asian Americans, and Hispanic Americans. The books included in this multicultural literature bibliography are by and/or about women, men and children of color.

Title Myth-Busters II
1993. Benchmark Productions, Inc.

Grade Upper Elementary/Middle School

Format Video (20 minutes)/Manual

Description Mythbusters II is an exciting and upbeat presentation of nontraditional careers for males and females. It addresses many of the myths which discourage people, young and old, from entering careers dominated by the other gender. Three energetic "Mythbusters" travel through a series of encounters with myths, singing a RAP song called "The Mythbusters RAP." The program consists of a fifteen-minute video and a manual with activities which uses cooperative learning strategies. The activities infuse equity concepts into math, science, health, communication, history and geography classes.

Title Native Realities
Thunderchief, 1994

Grade K-12, Postsecondary

Format Music on casette tape with Teacher's Guide

Description In addition to being enjoyable listening, all the songs but one on this recording address legitimate, historial and contemporary American Indian Realities. The teacher's guide includes song lyrics and a discussion of the issues and topics, as well as, strategies for utilzing the songs in the classroom.

Title New Choices, Women in Nontraditional Careers

Grade Jr/Sr High School, Postsecondary

Format Video (20 minutes)

Description An excellent discussion of the benefits of nontraditional employment, skills, wages, types of occupations and shows women doing a variety of work.

Cast includes many people of color and program utilizes music and dance. Well done.

Title New Directions: Exploring Your Options, 1986

Grade High School and Post High School Students

Format Video (43 minutes)
Quality of audio is very poor

Description Presents interviews with twelve men and women in nontraditional occupations in Eastern Wisconsin/CESA #9 area. Participants describe their work, what a typical day is like and educational considerations.

Title New Men, New Minds, Breaking Male Tradition
How Today's Men Are Changing the Traditional Roles of Masculinity
Abbott, 1987. The Crossing Press

Grade Adult

Format Book

Description Provides an excellent opportunity to appreciate the pro-feminist men's movement at its highly personalized, casual, deliberately non-authorative best. It is a book about pain, support, violence, eroticism, change and love. The book reflects the process of bridging insight into action in its organization. It begins with a section on fathers and mens stories, continues with stories of changing men and concludes with a deeper look at how men are becoming whole.

Title No Easy Choices from Sexism in Schools

Grade

Format Video (30 minutes)

Description Sex equity training program for school board members. Presents several situations regarding equity in promotion hiring, receipt of gifts, etc. and provides questions for discussion and thought.

Title No Means No: Avoiding Date Abuse
MTI Film and Video

Grade 7-12/postsecondary

Format Video and discussion guide (19:20)

Description This film offers practical advice about self esteem, dating and sex, encouraging viewers to determine their own sexual boundaries and providing them with skills to say "no" to forced sexual advances.

Title No More Frogs to Kiss, 99 Ways to Give Economic Power to Girls, 1995, Harper Collins

Grade

Format Book (215 pages)

Description This book is full of examples of girls who are succeeding at enterprises that many would still think unlikely for adult women. It shows adults how to help girls discover the self-respect that comes only from developing their own talents and finding their own independence.

Title Nonsexist Choices - The Writer's Guide to Equality, Turning Point Software, 1987

Grade

Format Software

Description **For Apple IIE, 80 columns.** Nonsexist Choices is a complete package to introduce your students to bias-free communication skills. It includes a comprehensive software program that teaches how to recognize sex-biased word usage and how to rewrite. Includes a set of illustrations to add humor, a manual, and a nonsexist thesaurus.

Title Notable Hispanic American Women
Gale Research, Inc.

Grade 9-Adult

Format Book

Description Based on a mixture of personal interviews, book studies, and/or aritcles, the entries in this book feature historical and contemporary women from a broad range of professions, including medicine, labor, entertainment, business, law, sports, journalism, science, education, politics, religion, literature, and others and cover the noteworthy personal, family, and career details that helped shape and define each woman's life.

Title Nuts and Bolts of NTO (The): How to Help Women Enter Nontraditional Occupations
Sanders, 1986. The Scarecrow Press, Inc.

Grade Adult

Format Book

Description Although the second edition was published in 1986, the format, suggested activities, information presented are still very relevant for the 1990's. It is one of the most comprehensive, detailed publications for helping educational institutions provide a program to help women enter and succeed in nontraditional occupations.

Title Oceans of Options: Sex Equity Lessons for the Classroom, Education Equity Center for the Pacific Far West Laboratory for Educational Research and Development

Grade K-12

Format Book (240 pages)

Description This book is a compilation of classroom lessons developed by teachers and organized by equity topic: awareness, instructional materials, interaction, mathematics, cooperative games, and career education.

Title Ojibway Music from Minnesota
A Century of Song for Voice and Drum
Vennum, 1989. The Minnesota Historical Society

Grade K-12

Format Cassette Tape (35 minutes)
Guide

Description

Title On Equal Terms

Grade Middle School/High School

Format Video (30 minutes)

Description Workers in nontraditional roles describe their experiences. Various educators relate studies on sex stereotyping, the roots in our society and suggested practices aimed at eliminating sex bias. Young adults are encouraged to seek careers which will not only support them, but which suit them, regardless of traditional sex role stereotyping. Includes a guide with teaching notes, suggested activities, pre and post-tests and list of resources.

Title Once Upon A Choice
Brandon, 1980. New Day Films

Grade 7-12

Format Video (15 minutes)

Description A humorous, original fairy tale dealing with sex-role stereotypes.

Title One Fine Day
Circle Records and Ishtar Films

Grade 6 - Adult

Format Video (6 minutes) and Study Guide

Description Six glorious minutes that will bring tears to your eyes and pride to your heart! "My road is a little easier, 'cause she was here" sings Kay Weaver, while the images portray 19th and 20th century women in this country--well known and unknown--who took the roads first. More then 60 images of women. Excellent for use in schools, community groups, or brown bag programs at work. Comes with study guide.

Title Our Wildest Dreams. Women Entrepreneurs Making Money. Having Fun. Doing Good, Joline Godfrey, 1992, HarperCollins

Grade Adult, Postsecondary

Format Book (241 pages)

Description This book makes visible women who own businesses what they are like, what their businesses are like; how they got started, what difficulties they face and how they maintain balance in their lives.

Title Outstanding Women in Mathematics and Science

Grade 5 to Adult

Format Photo Display

Description No science classroom should be without this photo display kit featuring 23 full page, black and white photos and short biographies of women who have made important contributions to a wide variety of mathematical and scientific fields. Borrow to preview - order from National Women's History Project.

Title Papa Piccolo

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Book presents information about Venice Italy. By adopting two homeless kittens, a tomcat in Venice embarks on the biggest adventure of his life. Piccolo learns what it is to be a father by sharing, nurturing, and teaching.

Title Parent Awareness - Sex Equity Training Packet

Grade

Format

Description The purpose of this training package are, first, to make students' parents aware of the different vocational programs and of their value for the student in order to gain parent support; and, second, to help these students reach informed decisions regarding which courses to take and which future jobs to prepare for.

Title Parent's Guide to Bias-Free Career Planning

Grade High School/Postsecondary

Format Book (19 pages)

Description An overview of barriers that could exist, the possible effects on students career planning and offers timely ideas on how to model and advise their children at home.

Title Pequena the Burro

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. Book presents information about Mexico. Despite her feeling that she is only a burro, Pequena is able to live up to the noble heritage of her acestors who helped build Mexico. She begins a journey of self-discovery of who she is and where she is going.

Title Personal Power Tools - An Interactive Training Manual for Women in the Trades, 1993

Grade 11 - Postsecondary

Format Manual (69 pages)

Description There are many issues women who are considering entering a nontraditional career must think about. This manual is intended to encourage, support and help women sustain careers in these fields. It explores such topics as self-esteem, math anxiety, assertiveness, sexual harassment and the importance of support.

Title Pioneer Women - Selections from Their Journals
1974. Caedmon Records

Grade 7-12/Adult

Format Two Audio Tapes (2 hours total)

Description Tape 1 - Side 1: Pioneer Daughter: Journal of Elenore Plaisted
Tape 1 - Side 2: Missionary Wife: Diary of Mary Richardson Walker
Tape 2 - Side 1: The Army Wife: Recollections of Martha Summerhayes
Tape 2 - Side 2: The Homesteader: Letters of Elinore Pruitt Stewart
Read by Sandy Dennis and Eileen Heckart

Title Pioneering Programs in Sex Equity: A Teachers Guide
Smith & Farris, 1982. American Vocational Association

Grade 7-12

Format Teacher Guide

Description A guide to sex equity activities that can be used to encourage students who are interested in nontraditional work.

Title Planning a Nontraditional Career Day

Grade Middle School/High School

Format Notebook

Description This Career Day notebook is designed to walk through the stages of preparing for and presenting a successful Career Day. If you follow the timeline and refer to the STEP BY STEP directions at the beginning of each section, you should be able to put together your own nontraditional Career Day. Obviously each counselor needs to edit the materials included herein to his/her own school's particular needs.

Title Positive Images: Portraits of Women with Disabilities, 1989

Grade

Format Video (58 minutes)

Description Using dance, comedy and drama, the *Disabled Women's Theater Project* conveys some joyful, absurd and painful moments in the lives of women with disabilities. "This tape successfully deals with the double sets of discrimination and stereotyping faced by disabled women...It dispels myths and breaks down barriers." Written, performed and produced by Women with Physical Disabilities.

Title Poverty Shock: Any Woman's Story, 1986, NEWIST

Grade 9 - Postsecondary

Format Video (29 minutes)

Description This documentary on the new "feminization of poverty," focuses on real-life situations in which womens' lifestyles have been severely disrupted, whether by divorce, loss of husband's income, or teen pregnancy. Perhaps the most compelling point being made in this production is to encourage young girls to consider their own career aims, regardless of whether they marry and have children. An excellent program for courses in guidance and counseling.

Title Power Pinch
MTI Film & Video

Grade 10 - Adult

Format Video (23:31 minutes), Leaders Guide and Manager Handbook

Description Sexual Harassment in the Workplace guided by host Ken Howard sheds light on the many aspects of the sexual harassment issues. Interviews and dramatizations illustrate the three types of sexual harassers: the power player, the office adapter, and the victim of mixed signals.

Title PROJECT CHOICE: Creating Her Options in Career Exploration

Grade

Format Career Development Model (579 pages)

Description The basic purpose of the program is to broaden the career options of talented adolescent women through identifying those personal and cultural barriers (particularly those related to sex-role sterotyping and/or sex-role socialization) that may interfere with the realization of their great potential and then engaging these students in activities designed to overcome the particular impediments to fulfillment. It is based upon the assumption that individual needs must be assessed and interventions designed in an individualized fashion for each participant.

Title Promoting Self-Esteem in Young Women
University of New York

Grade

Format Teacher's Manual

Description An overview of some of the special problems of self-esteem in girls and young women and includes suggested classroom activities that can be helpful in promoting self esteem.

Title Public Service Announcements Women's History

Grade

Format Book

Description A set of Women's History Month spots for local radio broadcasts, school announcements, e-mail messages, classroom blackboards, or home answering machines! The printed set includes both 30- and 60-second announcements for you to read that feature a multicultural selection of 31 women prominent in U.S. history. Includes information on how to get your local radio station to record and play these messages during National Women's History month.

Title Rafa'
Spanish version of BaFa' BaFa'
Shirts, 1976. Simile II

Grade 10 - Adult

Format Simulation includes cassette tapes, instructor's manual and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Rainbow Tribe
McGaa, 1992. Harper San Francisco

Grade High School/Adult

Format Book

Description This book traces the origins of the Rainbow Tribe, their ceremonies and spirituality. This book has meaning for all people who are interested in stopping the past practices of human and environmental destruction. The knowledge gained has the potential to nurture a commitment to a world wide environmental undertaking to rebalance and save Mother Earth.

Title "Real Women" Creative Writing Competition Guide

Grade K-12

Format Booklet

Description School essay or speech contests are a tremendously popular way to pay tribute to the women who have been important in our lives. Invite parents or the entire community to hear the winning entries! Description of the planning process is followed by a timeline and sample letters, press releases, forms and certificates. Save hours of planning time by adapting these materials to your specific needs. Order early - effective planning begins in early fall.

Title "Remember the Ladies?" A Handbook of Women in American History
Franklin & Wolf, 1980

Grade 9 - Adult

Format Book

Description This handbook of women in American history includes writings of, or about, women from various eras in American history, including the years from 1600 to the present.

Title Resources for Educational Equity
Froschl & Sprung, 1988. Garland Publishing, Inc.

Grade Pre-Kindergarten through 12

Format Book (1988)

Description A comprehensive compilation of available resources to help teachers locate the materials they need to create equitable curriculum and classroom environments. Includes contributions by Barbara Bitters and Melissa Keyes.

Title "Respect Can't Be Beat!" Preventing Teen Dating Violence
Sausa, et al. Dating Violence Intervention Project

Grade

Format Training Manual and Curriculum

Description Instructor manual and three session curriculum for training peer leaders for preventing teen dating violence.

Title Richard Thieme Audio Cassettes - Set of Three

Grade High School/Adult

Format Audio Cassettes - 45 - 60 minutes

Description Tapes of Richard Thieme's Presentations provide food-for-thought - insightful, motivational and humorous.
1) Creating the Space for a Diverse World-The Difference in Being Different
2) Computers, Breaking Rules, Doing Right-What IT Means to be an Expert at Life
3) Total Quality, Empowerment, and Human Nature
Other tapes available from LifeWorks: "TQM and the Church: The More Things Change, the More They Stay the Same" and "Total Quality Empowerment, and Human Nature: Going Beyond Buzzwords"

Title Risks and Challenges - Women, Work and the Future, Wider Opportunities for Women, 1990

Grade

Format Book (152 pages)

Description It has been assumed by many that women's problems in the job market are going to disappear or diminish greatly. Risks and Challenges has been written to counter the view of the future as incomplete and dangerously naive and focuses on the difficult problems women workers will face over the next decade.

Title Rosie the Riveter (The life and times of)
1982. Clarity Productions

Grade 9-12/Adult

Format Video (65 minutes)/Teachers Guide (112 pages)

Description *The Life and Times of Rosie Riveter* is an interchange between the words and images of World War II newsreels and government recruitment films, photographs, and documents on one side and the real-life testimony of five women who worked in war production factories on the other. As the movie progresses, the differences between the myth of the official version of women's work in the war effort and the reality of the personal recollections of the five women who share their experiences become increasingly apparent.

Title Sacred Hoop (The): Recovering the Feminine in American Indian Traditions
Beacon Press

Grade Grade 10 - Adult

Format Book (331 pages)

Description A landmark book. Seventeen essays about women's central roles in Native American societies, before and after the conquest, reveal how completely different American Indians' views of the world were from those of Europeans. Topics range from tribal myths to women chiefs and warriors, to gender and power, violence against women, and contemporary American Indian prose and poetry.

Title Science Equals Success
Conwell, 1990. WEEA Publishing Center

Grade 4 - 9

Format Activity Book

Description Contains over 30 hands-on, discovery-oriented science activities designed especially for girls and students of color in grades 4-9. The activities incorporate problem solving, cooperative learning, spatial skills, and career awareness processes recommended by the EQUALS Program. A collaborative effort of the University of North Carolina-Charlotte, the Charlotte-Mecklenburg School System, and the Science Museums of Charlotte, Inc.

Title Scientist Within You (The): Experiments and Biographies of Distinguished Women in Science

Grade 4-7

Format Book (182 pages)

Description An instructor's guide that includes 25 discovery units with hands-on experiments with activities.

Title See Jane Run - Apprenticeship Preparation Training Video

Grade 11 - Postsecondary

Format Video, 14 minutes

Description A description of Nevada's Apprenticeship Program Outreach to Women. Describes pre apprenticeship training and JTPA, DOL and DOE collaboration. It also describes the multiple trades involved in the program and contains interviews and conversations with the women involved.

Title Sending the Right Signals
Mitchell & Scannella, Jersey City State College

Grade 6-12

Format Video (15 minutes), Student Handbook/Trainer Handbook

Description Sending the Right Signals is a training package developed for use in schools to help combat and prevent sexual harassment. It is approximately a six hour full day workshop that can be divided into class periods for seven days.

Title Sewing Woman
Deepfocus Productions

Grade 9-12

Format Video (14 minutes) and Study Guide

Description "Sewing Woman" tells the universal story about one woman's determination to survive--from an arranged marriage in old China to working class comforts in modern America. The film is based on oral histories and the lifestory of the filmmaker's mother. Designed for use in a variety of disciplines. Study guide included.

Title Sex and Gender
Shaver & Hendrick, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description This book contains 12 chapters written by personality-social psychologists whose work spans the range of current (1987) thinking about sex and gender.

Title Sex and Gender, The Human Experience
Doyle and Paludi, 1995

Grade

Format Book (357 pages)

Description The introductory chapter of this book deals with definitions of sex and gender, the illusion of scientific objectivity, and the infusion of androcentric biases in studies of sex and gender. This is followed by a discussion of the biological, psychological, social roles, and anthropological perspectives to understand sex and gender. For each discipline, the authors examine the traditional theories and research and explore current findings, issues, and controversies. The "issues" section discusses several social institutions that play a central role in understanding sex and gender: language, education and work, religion and politics, and mental health fields by focusing on interpersonal power and the ways that different power bases affect women and men.

Title Sex Equity: Can It Work?
1988

Grade 8-Adult

Format Video (13 minutes)

Description An overview of sex equity issues through educator discussions regarding four areas of sex equity: through vocational education recruitment, sex-fair practices, retention and community involvement. It closes with seven key principles for practicing sex equity in vocational education.

Title Sex Equity in Education, Anne O'Brien Carelli, Ed.D., 1988

Grade Adult

Format Book (381 pages)

Description This book encourages educators to weigh facts, personal values and experiences, and to determine what activities can be carried out to eliminate sex role stereotyping, sex bias, and sex discrimination. Discussions cover early childhood sex role socialization, educational response to contemporary families, characteristics of sex fair education and equitable teaching practices, equitable guidance counseling and career education, Title IX and other federal anti-discrimination legislation, computer equity and equitable education in math, science, and technology; bias in textbooks and instructional materials; administrative policymaking; and women in educational administration.

Title Sex Equity in the Classroom (formerly Intersect)
Sadker & Sadker, The Network Inc.

Grade K-12

Format Video (27 minutes)
Participant Manual, Micro Teaching Skills, Problem Solving Skills, and Observation Manuals included

Description An overview of research on teacher-student interaction and its implication for equitable treatment in the classroom. Contains teaching vignettes, analysis, charts and strategies for more effective teaching.

This is the former Intersect tape that has been updated and is an excellent introduction and overview of sex equity in the classroom.

Title Sex Equity in Vocational Education
Ohio Department of Education

Grade

Format Video (10 minutes)

Description An overview of sex fair practices in overcoming sex bias. Defines sex equity terms: bias, discrimination, stereotyping, and nontraditional occupation students. It addresses language, classroom instruction biased behavior or attitudes, and evaluating classroom interaction. Title IX and Title II, 1984 Carl Perkins Act are defined.

Title Sex Equity Staff Development Modules for Administrators and Supervisors
Soldwedel, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is on vocational education and nontraditional careers.

Title Sex Equity Staff Development Modules for Counselors and Occupational Specialists
Soldwell, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is placed on vocational education and nontraditional careers.

Title Sexes (The): Working Together
Smith, 1989-1992. The Alburquerque Tribune

Grade K-12

Format Book

Description A collection of 180 newspaper columns printed by *The Albuquerque Tribune* between January 1989 and August 1992 and distributed nationally by Scripps-Howard News Service. Lively, practical and down-to-earth, the columns capture Amanda Smith's philosophy that the best way to equality, individual development and independence is for women and men to focus on learning to work together. Topics include: the hidden barriers to partnership; working together successfully; male/female communication; woman-to-woman working relationships; language; names and titles; humor; bodies; family values; men; education; money; useful organizations; and politics both domestic and individual. The columns draw on Amanda Smith's experience as a consultant to education and industry, and range from her childhood on a farm in Virginia to a series of campaign seminars in Eastern Europe just before the first free elections in 1990.

Title Sexual Harassment and Teens
Strauss, 1992. Free Spirit Publishing Inc.

Grade 7 - 12

Format Training Program

Description Unit 1 - What is Sexual Harassment
Unit 2 - What Are the Causes of Sexual Harassment
Unit 3 - How Can We Prevent and Stop Sexual Harassment

Each unit includes objectives, suggested scripts, simple elementary activities and materials, discussion questions, reproducible pages for transparencies, etc.

The program also includes a Sexual Harassment Survey.

Title Sexual Harassment in American Secondary Schools - A Legal Guide for Administrators, Teachers and Students
Nancy S. Layman, J.D.

Grade

Format Book

Description The book begins with an explanation of sexual harassment and ends with suggestions for preventing it as well as strategies for handling incidents of harassing behavior.

Title Sexual Harassment - It's Hurting People, 1994, National Middle School Assoc. & Quality Work Environments, Inc.

Grade Middle School

Format Video (20 minutes) and Manual (58 pages)

Description Increasingly, school offers students an unexpected and sometimes devastating experience - as victims of sexual harassment. It is a real problem in our schools that deserves our attention and prevention. National Middle School Association in collaboration with Quality Work Environments Inc. is offering this video and instructional package dealing with sexual harassment issues in the middle school. The video contains vignettes (performed by middle school students) which have actually occurred. An instructional packet designed to assist educators with facilitating discussion is included.

Title Sexual Harassment: Minimize the Risk
McGrath, 1993

Grade K-College

Format Videos, Written Materials

Description A complete training program for students and staff. This multi media program is designed to minimize the risk of injury arid lawsuits. The program includes video presentations for administrators, community, staff, and students; as well as comprehensive lesson plans, a state-of-the-art investigator's manual, and reproducible forms and checklists.

Title Sexual Harassment: Shades of Gray
Xerox Television Series

Grade High School/Adult

Format Video (20 minutes)

Description Produced by Xerox, this video describes the subtleties of sexual harassment. Helps viewers learn what sexual harassment is, what can be done when it has happened, and what can be done to prevent it.

Title Sexual Harassment To Teenagers It's Not Fun - It's Illegal
Strauss, Minnesota Department of Education

Grade 6-12

Format Curriculum

Description This packet of materials contains a suggested three-class-hour curriculum for junior and senior high school students and utilizes a combination of lecture and student activities to teach students the following: definition and causes of harassment, legal liability, how sexual harassment affects teenagers, what do do if one is a victim and steps for preventing sexual harassment. "Notes to Teachers" provides background information on the issue.

Title Sexual Harassment - What Is It and Why Should I Care? 1992

Grade 10-12, Adult

Format Video (50 minutes) and Training Guide

Description This video based training program addresses all manners of sexual harassment in our schools...student to student and teacher to students as well as staff and administration interactions. It includes reproducible materials to be used in training. It speaks to what teachers should do when confronted with harassment in the schools and how to prevent it.

Title Sexual Orientation: Reading Between the Labels: Issues facing gay and lesbian youth
Littig & Rogers, NEWIST

Grade 9-Adult

Format Video (28:30 minutes), Teachers Guide

Description The purpose of this program is to stimulate discourse and promote understanding on the subject of homosexuality. Homosexual teens, their parents, and experts on the issue contribute to an insightful discussion of a socially sensitive issue. This program defines myths, analyzes the kinds and causes of homophobia, suggests the ways gay teens can bolster their self-esteem, and makes the case for tolerance. It also recommends constructive strategies that schools can implement to promote sexual orientation equity on their campus. A reasonable, humane treatment of a controversial subject.

Title Shadow of Hate (The) - A History of Intolerance in America, 1995

Grade High School

Format Video, 40 minutes
2 Sets of 30 - Classroom Texts

Description This program is the story of some Americans who were hated by others simply for who they were, what they looked like or what they believed. Their experiences remind us that our democracy is still a work in progress.

Title She's the Engineer
Cornell University, 1992. Insights Video, Inc.

Grade 5-12

Format Video (12:20 minutes)

Description A fast-paced videotape called *She's the Engineer* is helping girls and young women decide whether engineering is the right career choice. The tape discusses college life as well as different careers involving engineering.

Title Shortchanging Girls, Shortchanging America
1991. American Association of University Women

Grade

Format Video (15 minutes) and materials

Description Video - Clearly underscores the need for major changes in the ways girls are taught and treated in schools.
Summary - AAUW's national poll highlight the survey results, with charts and graphs.
A Call to Action - AAUW poll and Educational Equity Roundtable, with action ideas for community involvement and change.
Briefs - AAUW issue briefs that provide an overview of today's most critical education issues, along with strategies for action. Ideal for distributing to community leaders and educators.

Title Sisters and Friends
Riley, 1994. Her Own Words

Grade 9 - Adult

Format Video (15 minutes)

Description Indian women talk about their relationships and friendships from childhood to the present.

Title Sisters in the Blood
Education Development Center, Inc.

Grade Adult

Format Book

Description "Sisters in the Blood" fills a critical gap in the literature of American Education. Based on detailed research, this book challenges all deficit models of education--for American Indian women in specific--and for all students. For the students of school history, for the policymaker, for the teacher who wants to be effective with students in today's classroom, this book provides a wealth of detail that--if heeded--could provide a new beginning in a long and too often tragic story.

Title Skin Deep, Iris Films, 1995

Grade

Format Video (53 minutes)

Description *Skin Deep* chronicles the provacative journey of a diverse group of college students as they examine their deeply held attitudes and feelings about race and explore the barriers that stand in the way of building a society that truly respects all races.

Title Sky's the Limit in Math-Related Careers (The)
Askew, 1982. WEEA Publishing Center

Grade 9 - 12

Format Handbook

Description In this informative handbook, women working in computer science, engineering, finance, and other math-related fields offer lively anecdotes, viewpoints, and insightful information about their careers.

Title So You Want to Make A Difference
Amidei, 1991. OMB Watch

Grade

Format Book (54 pages)

Description To help citizens feel more confident about getting involved in policy advocacy; to equip local leaders with some tools so they can teach others about policy advocacy; and to stimulate involvement in democratic decision-making and provide information about key resources.

Title Spatial Encounters
Blackwell, 1982. WEEA Publishing Center

Grade K-12/Adults

Format Activity Book

Description Exercises in spatial awareness that combine fun and learning. This series of activities was designed to help the user acquire skills of spatial visualization and orientation and to improve her or his effectiveness in applying those skills. The activities include memorization of shapes, figure completion, and figure rotation and emphasize real world applications.

Title Splott! Student Powered Learning Organized to Teaching
Pearce & Scholz, 1992

Grade 5-8

Format Activities

Description The book was created to interest, motivate, and excite the middle level learner about language arts and social studies. Through cooperative learning activities, the student discovers that being different is ok; in fact, human differences make the world a better place. Activities are designed to promote self esteem and to facilitate team work and productivity.

Title Stale Roles and Tight Buns
OASIS

Grade 9-12

Format Video (29 minutes)

Description This video uses common advertising images to show how men are stereotyped in the media. Through these images, we see the myths used to define and limit the American man. *Stale Roles & Tight Buns* stimulates people to widen their views about the roles of men. It forces us to examine our definitions of "real men" and to think critically about the pressures that shape these ideas. It has been used extensively with audiences of both men and women. It serves as an excellent companion to *Still Killing Us Softly*, Jean Kilbourne's film about the exploitation of women in the media. Topics include: cowboys and heroes; work success, money and power; men and emotions; military images; violence; isolation and competition; muscles and sexuality; romance and women; and fathering and other new images

Title Step Forward. Sexual Harassment in the Workplace: What You Need to Know!
Webb, 1991. Master Media Limited

Grade Adult

Format Book

Description Chapters included: The History of Sexual Harassment, Defining and Understanding Sexual Harassment, Six Simple Steps to Stop Sexual Harassment, How to Handle Sexual Harassment Complaints, Training and Education, The Most-Asked Questions, Steps Forward for All Employees, What the Future Holds, and Food For Thought

Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Film

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Video (30 minutes)

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Student Program on Sexual Harassment in the Workplace
Horton, 1990. University of St. Thomas

Grade 10 - 12/Adult

Format Video (2 class periods)/Teachers Guide

Description This teaching program, designed for two class periods, is to prepare high school and college students for the workplace. It includes a teacher's guide, syllabus, scripts, discussion questions, student handouts, quiz, in-service training, law reference, and overhead transparencies.

Title Student's Guide to Bias-Free Career Planning

Grade

Format Guide (32 pages)

Description A direct advice-giving pocket guide for students to prepare them for possible bias in their surroundings and within their surroundings and within their thinking and suggested ways of keeping their options open.

Title Sundogs
Maracle, 1992. Theytus Books Ltd.

Grade 9 - Adult

Format Book

Description *Sundogs* is a novel about the struggle of a young First Nations family for love and solidarity in the context of that turbulent year. From urban Vancouver, to a small town in the Okanagan Valley, and across the country on a desperate bid for peace between the Canadian government and the Mohawk Nation, Marianne, Sundog's heroine, finds a moment of peace from the confusion and disunity in her own life. In returning to the beliefs of her ancestry, she comes to chart the course of her life anew.

Title Take Our Daughters To Work Day

Grade 4-10

Format Video (7:40)

Description This video describes the conceptual basis for and purpose of Take Our Daughters To Work Day and reports on some of the research on issues impaction on the success and self-esteem of young women.

The video features young women participating in activities and sharing their experiences and dreams.

Title TAKEOFF Video
Women of Achievement in Nontraditional Roles
Takeoff Video Educational Excellence

Grade 7-12/Adult

Format Set of 5 Videos/Teachers Guide (run time from 45-70 minutes each)

Description A set of five fast paced, high interest career videos appropriate for both boys and girls featuring Black, Hispanic, Asian and White women in a wide variety of nontraditional occupations. Written material supplement videos.

Title Tale of "O" (A) On Being Different
A Training Tool for Managing Diversity Revised Edition, 1993

Grade

Format Video, Instructor's and User's Guide
Video: 18 minute version/27 minute version

Description "O" is on entertaining captivating parable about what happens to any new or different kind of person in a group and how the situation can be managed. It can be used to defuse conflict in the workplace, promote discussion and enhance mutual understanding, teach group leaders essential skills for managing diversity, create a positive climate for productive, quality work and avoid problems before they happen.

Title Talking About Race

Grade High School/Postsecondary

Format Two Videos (12 minutes/13 minutes) and Facilitator's Guide

Description The footage that has been used to produce these two short videos is from the full length documentary film entitled *Skin Deep*. *Skin Deep* chronicles the development of several students as we follow them through interviews, documentary sequences from their lives at home and on campus, and through their participation in a weekend retreat of interracial dialogue shown in Part 2 of *Talking About Race*. Their experiences weave a compelling tale of the journey through the complexitites of race relations in America today. Their transformations provide a broad audience with a compelling look at the possiblities for change.

Title Teacher Skills Guide for Combatting Sexism
1979

Grade

Format Guides

Description Training program for reducing bias and stereotyping in classrooms and teaching practices. Each module is described in a workshop format.

Title "Teacher, they called me a _____!"
Prejudice and Discrimination in the Classroom
Byrnes, 1987. The Anti Defamation League of B'nai B'rith

Grade K-6

Format Handbook/Activities

Description Sixty-nine classroom activities are grouped within nine chapters such as "Race and Ethnicity," "Disabilities," "Gender," "Religion," and "Family and Life Style." The activities are designed to raise children's level of awareness, understanding, acceptance, and tolerance of differences, and help them to act in unprejudiced ways.

Title Teacher's Guide to Student Bias-Free Career Planning

Grade High School/Postsecondary

Format Book (30 pages)

Description A source book of suggested methods and resources for assuring that classroom career planning activities and advice open and not close options for students.

Title Teaching Equity
St. John

Grade 10-12

Format Sample Lesson Plans

Description
A set of sample lesson plans addressing:
- Introduction to Job Search
- Occupational Stereotypes and Attitudes
- Introduction to Stereotyping in Text Books
- Bias As A Factor in the Sex Segregation of Jobs
- Identifying Acts of Sexual Harassment at School/Work
- Sexual Harassment: What To Do
- Running the Federal Government, Bureaucracy/Dollars
- Ratifying a Constitutional Amendment
- Using Literature to Illustrate Sex Stereotypes

Title Tech Prep Connection (The): Learning, Earning, Living
1992-1993. WI Department of Public Instruction and the WI Board of Vocational, Technical and Adult Education

Grade K-12

Format Video (16 minutes)
Reference and Support Materials

Description Video describes Wisconsin's Tech Prep program and accompanying materials includes overhead transparencies, sample letters, and a concept paper and resource list.

Title Teen Awareness/Sexual Harassment

Grade 9-12 Students

Format Video (23 minutes)/Teacher's Guide

Description This program introduces the subject of sexual harassment, dramatizes three incidents of sexual harassment and group discussions about the issues raised in the dramatizations. All incidents occur between students in a school setting and cover a wide range of behaviors that can be regarded as sexual harassment.

Title Teenage Parents: Making It Work

Grade 7-12+

Format Video (17 minutes)

Description Teenage Parents: Making It Work is a video companion for the Life Management Workbook in the Career Survival Kit for Teen Education and Employment. The video follows a teenage mother as she goes through a typical day...at home with her daughter, at school, at the day care, and at work. The video raises issues concerning the responsibilities facing single teen parents and their needs in meeting those responsibilities. This video shows one teenage parent's successful search for solutions.

Title Tessa On Her Own

Grade Pre-School - Early Elementary

Format Book (30 pages) Large pictures and limited script. Contains information and suggested questions for classroom discussion.

Description One in a series of 12 books. The book has information about California wildlife. Tessa, a fox, learns she cannot live off food in garbage cans, but must hunt for her dinner. She learns to rely on herself for survival. Pictures of California and the wildlife of southern California's coastal mountains.

Title The Power Dead-Even Rule and Other Gender Differences in the Workplace

Grade High School - Adult

Format Video (36 minutes) includes discussion guide

Description Dr. Pat Heim explores the different cultures men and women grow up in...the "rules" each culture uses to define appropriate adult behavior...why these cultures clash...and what to do about it.

Title There is No Such Thing As Woman's Work
National AudioVisual Center

Grade 7-12, Adult

Format Video (30 minutes)

Description From the Women's Bureau of the U.S. Department of Labor, provides a socio-economic and historical overview of women's growing role in the work force. Narrated by Carole Simpson, national news correspondence for ABC television, the film traces working women in America from the colonial period through the Industrial Revolution, World War I, creation of the Women's Bureau in 1920, World War II, the adoption of the Civil Rights and Equal Pay Acts from the 1960's to the present. The film also addresses changing attitudes about such issues as employer-sponsored child care, on-the-job safety and health issues, and children's and women's protective labor laws.

Title They Chose Greatness - Women Who Shaped America and the World

Grade Elementary

Format Book

Description "They Chose Greatness - Women Who Shaped America and the World" has been developed by the Office for Sex Equity, Michigan Department of Education, as a resource for elementary school teachers who wish to supplement their curriculum with material highlighting the contributions of women to American and European history.

Title Thinking and Rethinking US History

Grade K-12

Format Book

Description This unique book is a classroom resource for all people concerned with U.S. history and the question of bias. Know what textbooks teach about colonialism, militarism, racism, sexism, and other areas of social justice. This valuable teaching manual will, among other things, assist social studies teachers and their students in identifying bias in history texts, supplying missing information and countering distortions.

Title Through Indian Eyes: The Native Experience in Books for Children
Slapin and Seale, 1992. New Society Publishers

Grade K-12/Adult

Format Book (462 pages)

Description Compiled by Native parents, educators, poets, and writers, this book is a must for parents, teachers, librarians, and anyone else interested in presenting non-biased material about Native peoples to children. It contains poetry, short stories, book reviews, material evaluation criteria and guidelines, and deals with issues of cultural and historical bias as they affect the lives of all children.

Title Thunder in the Dells

Grade 5 - Adult

Format Video and Discussion Guide

Description Lance Tallmadge, a Wisconsin Winnebago, presents the history of his tribe and their legal struggle to remain in the Wisconsin Dells area in the mid-nineteenth century. Tourism in the area has been important since the 1870's and this video shows the effect of this on the Winnebago's and discusses the importance of their traditional songs and dances to their well-being and survival. The video ends with the preparation and weaving of black ash wood baskets.

Title Too Many Women? The Sex Ratio Question
Guttentag & Secord, 1983. Sage Publications, Inc.

Grade Adult

Format Book

Description This book is generated from a simple but powerful idea; that the number of opposite sex partners potentially available to men or women has profound effects on sexual behaviors and sexual morals, on patterns of marriage and divorce, childbearing conditions and practices, family stability, and certain structural aspects of society itself.

Title Trade Secrets: Blue Collar Women Speak Out
1985

Grade 9-12/Adult

Format Video (23 minutes)

Description Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. With their co-workers and families, at work and at home, they tell how they overcame the physical and personal obstacles to find satisfaction in their trades, greater financial power, and most of all, a new sense of identity as journeywomen. Perfect as a training tape or in the general study of labor issues, this tape has been purchased by hundreds of colleges, libraries, community and women's groups.

Title Try Nontraditional - NTO Video, 1995

Grade 9 - Adult

Format Video, 20 Minutes

Description A well done and informational program on the Nontraditional career opportunities for men and women developed and produced by Nicolet Area Technical College. It spotlights nontraditional career choices and features nontraditional role models.

Title Tune In to Your Rights (Arabic Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenagers about turning off sexual harassment.

Title Tune In to Your Rights (English Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenagers about turning off sexual harassment.

Title Tune In to Your Rights (Spanish Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenagers about turning off sexual harassment.

Title Tuning Into Sexual Harassment
1994

Grade 4-8

Format Video (14:00) with Teachers Guide

Description This video raises preteen awareness of the problem of sexual harassment and provides a stimulus for teens to start thinking and talking about this serious social problem and finding ways to stop it. It presents realistic dramatizations of everyday situations that occur in school such as unwanted touching, spreading sexual rumors and respect, and discusses appropriate ways to respond. Defines sexual harassment at an age appropriate level.

Title Understanding the Multicultural Experience in Early Childhood Education
Saracho & Spodek, 1983. NAEYC

Grade Early Childhood - Elementary

Format Book

Description Celebrate the unique contributions of each cultural group while fostering children's competence and flexibility. Section I, the Nature of Multiculturalism in Children, includes chapters on Mexican American, African American, American Indian, Asian American and Bilingual Children. Section II, Education Practices and Materials, includes chapters in classroom methods and materials, counteracting racism and sexism in children's books and parent and community involvement. Section III addresses teacher preparation and education and human services delivery.

Title US: A Cultural Mosaic: A Multicultural Program for the Elementary Grades
Martinez & Watters. Anti-Defamation League of B'nai B'rith

Grade K-6

Format Book

Description A multigrade, multicultural, multidiscipline program designed to help children gain insight into themselves and others through the use of language arts, music, art and audiovisual activities. As children progress through this program, they will begin to see that differences are positive and add interest and richness to life.

Title Votes for Women?! The 1913 U.S. Senate Testimony
Riley, 1990

Grade 9 - 12/Adult

Format Video (17 minutes)
Resource Guide

Description Kate Douglas Wiggin (author of *Rebecca of Sunnybrook Farm*) argues against votes for women; progressive writer Belde Case LaFollette testifies in favor. Lively music and brightly colored buttons, banners, and cartoons give a context for their words.

Title Waiting to Exhale
Washington Square Press

Grade

Format Book

Description "Waiting to Exhale"...tracks four black thirty-something women friends waiting for the men who will finally make things right...While the culture and vernacular of the book reflect the black middle class, the struggles with love, family, food, work, and money are universal.

Title Waking Up to Rape
DuArt Video, 1988

Grade 10-12 and Adult

Format Video (35 minutes)

Description This video examines the personal trauma of rape, its long term psychological effects, societal attitudes about sexual assault, and the problem of racism in the criminal justice system.

Title We All Count In Family Math

Grade Teachers Preschool-Adult

Format Video (12 minutes)

Description Features teachers, parents and children explaining concepts of family math program - what it is and how it works.

Title Wedding (A)
NEWIST

Grade 9-Adult

Format Video (35 minutes)

Description Created by Southeast Asian high school students in Green Bay, Wisconsin. *A Wedding* tells the story of Pajyeeb Xiong, an 18 year old Hmong girl whose parents force her to marry a 30 year old doctor. (They would disown her if she refused.) Through a traditional Hmong marriage ceremony the two clans bond, and Pajyeeb surrenders her dreams.

Title Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools, 1989

Grade

Format Curriculum Guide (90 pages)

Description This curriculum on sexual harassment has been developed for all members of the school community.

Title Whole Person Book (II) The : A Guide to Preservice Training, 1982

Grade

Format Book (164 pages)

Description Training program to assist counseling or teacher education students in acquiring a base of understanding of sex-role stereotyping as it relates to career choice and development.

Title Why Schools Fail Girls

Grade K-12

Format Video

Description In this ABC News "Prime Time Live" report, Chris Wallace explores how people inherently treat women differently than men. Basically a review of the Sadker research.

Title Why Women Pay More

Grade

Format Book (193 pages)

Description This book explores the reason why women are discriminated against in the marketplace and provides clear advice that will assist women in asserting themselves as savvy consumers.

Title Winds of Change: A Matter of Choice
1991. Pacific Arts Video Publishing

Grade 9-Adult

Format Video (60 minutes)

Description To remain on the reservation or move out into the broader fabric of society is the choice faced by Young American Indians today. A Matter of Choice is about such changes and about some people who have made them. Three families are profiled with their different choices. For all of them, the ties to Indian life, while not easily undone, are being challenged by the future.

Title Winnebago Women: Songs and Stories
Riley, Her Own Words

Grade 9-Adult

Format Video (19 minutes) and Resource Guide

Description Five contemporary American Indian women talk about their lives. "A very effective and moving production. Highly recommended for all types of libraries." "An inspiring look at a beautiful artistic tradition."

Title Wisconsin Model for Sex Equity in Career and Vocational Education
Bitters & Foxwell, 1993. Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description **The Wisconsin Model for Sex Equity in Career and Vocational Education** promotes sex-fair classroom and school environments for students at all levels. Through student, staff, and administrative surveys and other evaluation tools (included), the model maps out a sex equity program educators can implement and adapt to meet their districts' changing needs. In addition, the model describes seven major strategies--from promotional activities to parent and community involvement--to develop, enhance, and infuse sex equity throughout the school and community. An important complement to *Classroom Activities in Sex Equity.*

Title Wisconsin Pupil Nondiscrimination Guidelines - Assessing School District Compliance with S.118.13 of Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code
1992, WI Department of Public Instruction

Grade K-12

Format Book

Description

Title Wisconsin Pupil Nondiscrimination Guidelines for Athletics
Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description

Title Woman Suffrage 75th Anniversary 1920-1995
Organizing Kit

Grade K - 12

Format

Description Filled with tips and ideas to help make your celebration a success. Information on official resolutions, plays, traveling exhibits, speeches, national events, videos, posters, contests, and the like.

Title Woman's Place (A)
Time, Inc., 1987. VIEW, Inc.

Grade 9-12

Format Video (25 minutes)

Description Presented by Time Inc., this video celebrates women's lives and contributions from Hellen Keller and Anne Sullivan to Barbara Jorden, Barbara Streisand, and Gloria Steinem. Shows women in a wide variety of jobs and careers and highlights women who for decades have ventured outside of a "Woman's Place."

Title Women and Girls with Disabilities
Phillips, 1984, 1986. Organization for Equal Education of the Sexes, Inc.

Grade K-12

Format An Introductory Teaching Packet

Description This packet is an independent starting point for introducing the subject of women with disabilities. Activities are adopted for upper and lower grades, many of which can be integrated into the curriculum. Supplemental activities are also included for teachers.

Title Women Get Ready
1992

Grade 9-12

Format Video (8:54)/Discussion Guide

Description This video and accompanying materials encourage young women to think about and explore a multitude of career opportunities include nontraditional jobs. It features young women exploring their attitudes, beliefs, values, activities, interests and attitudes and they effect career decision making.

Title Women in American History - An Introductory Teaching Packet

Grade Elementary and Secondary

Format Teaching Packet

Description This packet is intended to be an inexpensive starting point for introducing students to women's history. The lessons and activities do not require the purchase of additional materials and can be integrated into the existing curriculum. They are designed to be used by teachers with little or no background in women's history as well as by teachers more familiar with the subject.

Title Women in American Life - 1861-1880: Civil War, Recovery, and Westward Expansion (Program 1 of 5) 1988

Grade 8 - Adult

Format Video, black and white (15:16)

Description The first comprehensive multicultural media program on women during this period of major social change. The topics include: Women's multiple contributions to the Civil War effort, and the personal toll experienced by families on both sides of the conflict. Emancipation's impact on the lives of Black women in the South, and the Freedmen's school movement. The development of new employment opportunities for white women after the Civil War. Westward expansion from the perspective of American Indian and Mexican women, as well as that of European-American women moving west in the mid-1800s. The early leaders and controversies of the growing movement for women's rights.

Title Women in American Life - 1880-1920: Immigration, New Work and New Roles (Program 2 of 5) 1988

Grade 8 - Adult

Format Video, black and white (16:19)

Description Image after image demonstrate women's multiple, vital roles in the development of the United States, The topics examined include: Immigrant women build new lives in burgeoning cities and take work in the industrializing Northeast. Eastern immigrant life contrasts with the changing lives of American Indian, Mexican and Chinese women in western states. A growing middle class and increasing educational opportunities for both Black and White women provide fertile groups for the development of social work. Feminization of service professions, industrialization, and the invention of the typewriter create niches for "women's work." The woman's suffrage movement adopts tactics which bring it to the forefont of public attention and final victory in 1920.

Title Women in American Life - 1917 - 1942: Cultural Image and Economic Reality (Program 3 of 5) 1988

Grade 8 - Adult

Format Video, black and white (17:14)

Description The third in an exciting five-part series, this segment brings to life a period of new power and new perspectives. The topics examined include: World War I creates many new employment opportunities for women and, combined with the suffrage victory of 1920, helps create a new self image for American women. Movies, new clothing styles and liberated attitudes bring about many visible changes. New legislation creates increasing hardships for Asian and Mexican families and for American Indian populations. Lynching becomes a major issue for both Black and White women's organizations. The Harlem renaissance adds a new voice to the heart of America. The personal and economic toll of the great depression affects women in a variety of ways, increasing discrimination for some and providing new opportunities for others.

Title Women in American Life - 1942-1955 War Work, Housework, and Growing Discontent (Program 4 of 5) 1988

Grade 8 - Adult

Format Video, black and white (14:52)

Description The fourth in an exciting five-part series, this segment brings to life the economic and social forces impacting women's lives as the nation moves into the modern period. The topics examined include: The war effort again thrusts women into many new roles, including heavy industry and the military. The war also creates a major change in public attitudes toward Asian Americans. Women's economic independence is short-lived, however, as the war's end brings the men home to take over the jobs and push women back into their homes. The middle class domestic idea captures the hearts of many, but the number of married women in the labor force continues to rise. Discontent with the status quo boils over in Mexican American and Black communities and the civil rights movement is born.

Title Women in American Life - 1955-1977: New Attutides Force Dramatic Changes (Program 5 of 5) 1988

Grade 8-Adult

Format Video (24:38) and Discussion Guide

Description Traditional family structures give way to working mothers and single parent families. Changing government policies bring new cultures to American cities. The civil rights movement forces dramatic changes in the south. The feminist movement forges new options for women in both public and private life.

Title Women in Construction

Grade High School/Adult

Format Video (15 minutes)/Resource Guide

Description This positive and upbeat video program presents both challenges and satisfactions of earning a living in the traditionally male world of construction. Features five women (a carpenter, sheetmetal worker, architect, and plumbing and electrical apprentices). Is accompanied by a resource guide designed for use by general readers, program presenters and classroom teachers. It contains discussion questions, overhead transparencies, glossary and statistics in women in the workforce.

Title Women in Educational Administration
Shakeshaft, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description Public school administrators today face a host of challenges: heightened concern with student performance, shrinking resources, innovative decision-making procedures, and unprecedented opportunities for technological efficiency. School Business Administration explains the principles and techniques needed to function in this new environment. After outlining the public school and school business administration roles, the authors focus on basic responsibilities such as personnel, budgeting, and accounting. They also address specific services, including pupil transportation and school food services. A three-chapter section on school facilities discusses current management and planning techniques. Additional chapters cover the selection, installation, and uses of data processing equipment, and the building of public support through improved communication. Each chapter features both an overview of the topic and a set of pertinent decision-making principles. Designed principally as a texbook for advanced undergraduate and graduate students, this comprehensive volume will also serve as an up-to-date reference for educators and practicing school business administrators.

Title Women in Literature
Classroom Activities for High School Students
Kaub & Keyes, 1993. Wisconsin Consortium for Sex Equity in Education

Grade 9-12

Format Book

Description A collection of curriculum materials and lesson plans to help teachers present a realistic and honest portrayal of women in literature.

Title Women in Nontraditional Careers (WINC)
Women's Bureau U.S. Department of Labor, 1984

Grade High School/Adult

Format Curriculum Guide

Description The curriculum guide consists of teaching segments designed to provide information and support to nontraditional career selection by women.

Title Women in Policing
Jocelyn Riley, 1994

Grade

Format Video (15 minutes)
Resource Guide

Description This video is the second in a series on Women in Nontraditional Careers and features six female police officers with different specialities including neighborhood police officer, detectives, and mounted police officer. The women share their perceptions of the challenges and satisfactions as well as the variety of opportunities in this career field.

Title Women in Science Video Series
1983

Grade 9-Adult

Format Eight Videos (approximately 30 minutes each)

Description A series of videos describing careers for Women in Science. 1-Biomedical Fields: Careers for Women
2-Chemistry: Careers for Women
3-Computer Science: Careers for Women
4-Dentistry: Careers for Women
5-Engineering: Careers for Women
6-Geosciences: Careers for Women
7-Physics and Astronomy: Careers for Women
8-Scientific Careers for Women

Title Women in Transition: Perspectives from the Chippewa Valley, 1994

Grade

Format Video
Part 1 - Myths and Stereotypes (24 minutes)
Part 2 - Taking the First Step (16 minutes)
Part 3 - Snakes and Ladders (24 minutes)

Description *Perspectives From the Chippewa Valley* is a video series written and produced by the UW-Eau Claire Women's Studies Program in cooperation with Women In Transition, a community based organization dedicated to making higher education more accessible to low-income women. The purpose of this video series is threefold: to explore the myths and stereotypes about women in poverty, to demonstrate that higher education is the one sure route to escape the poverty trap and to provide regionally appropriate solutions to barriers faced by low-income women pursuing higher education.

Title Women Seen on Television
Sas Yes, 1991. Letting Go Foundation, Inc.

Grade 6-12/Adult

Format Video (10:50 minutes)

Description A lively full-color video complete with study guide, that promotes awareness and stimulates discussion. The video blends thoughtful narration, clips of broadcast footage (advertising and program content) and rock music into a fast paced, critical look at television's stereotypical view of women.

Title Women Who Shaped History
Collier Books

Grade

Format Book

Description This book presents profiles of six American women of the nineteenth century whose courage and determination shaped history. The heroines of this book are: Dorothea Dix, Prudence Crandall, Elizabeth Cadey Stanton, Harriet Tubman, Mary Baker Eddy and Elizabeth Blackwell.

Title Women's History Month - Infusing the Contributions of Women Into the Social Studies Curriculum

Grade 1-12

Format Classroom Activities

Description A compilation of curriculum materials and lesson plans designed to aid teachers in presenting and celebrating the contributions of women. Materials can be duplicated for classroom use.

Title Women's Periodicals and Newspapers from the 18th Century to 1981, State Historical Society of Wisconsin, 1982

Grade

Format Book (Bibliography)

Description This publication is a guide to the holdings and locations of nearly 1500 periodicals and newspaper titles relating to women which were received before July, 1981 in the Library of the State Historical Society of Wisconsin, the University of Wisconsin-Madison and other public, academic and special libraries in the greater Madison area.

Title Women's Ways of Knowing
Mary Field-Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger & Jill Mattuck Tarule, 1986. Basic Books

Grade Adult

Format Book

Description Based on in-depth interviews with 135 women, the authors describe ways of knowing that women have cultivated and learned to value ways the dominant ideology has denigrated women, and ways women have overcome obstacles to develop the power of their minds.

Title Women's Work, Men's Work, Sex Segregation on the Job, National Academy Press, Washington, DC, 1986

Grade

Format Book (173 pages)

Description This report reviews the evidence showing that employment segregation by sex has grave consequences for women, men, families, and society--but particularly for women.

Title Wonderful World of Difference (The)
1986. Anti Defamation League of B'nai B'rith

Grade K-8

Format Reproducible Lessons

Description Key aspects of human relations are presented in the form of 20 reproducible lessons. The lessons help students explore the diversity and richness contained within the human family, and to better value themselves and others.

Title Workers and Allies: Female Participation in the American Trade Union Movement, 1824-1976

Grade 9-12

Format Book

Description This book provides an historical overview and chronology of female participation in the American Trade Union Movement. It also includes biographies intended to show the scope of female participation both past and present in the American Labor Movement from rank and file members to organizers, union officials and benefactresses.

Title Working Together: A Sex Equity Training Manual

Grade K-12

Format Training Manual

Description The idea for this manual was generated during the 9th Annual NLDCVSEC Conference in an attempt to share the most current trainings developed and utilized by sex equity coordinators in the United States.

Title Would You Let Somebody Do This to Your Sister

Grade 10 - Adult

Format Video (32 minutes)

Description This video features mostly women in nontraditional jobs who personally experienced sexual harassment in the workplace. The women describe actual incidents, the effect on health, personal and family life and productivity on the job. It also discusses solutions and procedures to follow.

Title Yearbook of Holidays and Observances (A): A Multicultural Perspective of Celebrations in the United States , Smith, Ramirez-Krodel, 1990. PEO, University of Michigan

Grade K - 12

Format Book

Description This yearbook is designed to provide educators with an insight into the beliefs and values of different people, primarily people of color, by looking at holidays and celebrations (religious and nonreligious) which play an important part in their lives.

Title You Can Be a Scientist Too!
The Equity Institute

Grade 4-6

Format Video (14:51)

Description Why don't birds talk? Why is the sky blue? Many questions children ask are answered by science. This video discusses how we can mold our curiousity with a career in science. It also features the histories of many women who are scientists and doing many exciting jobs to answer important questions benefiting people and society.

Title You Just Don't Understand - Men and Women in Conversation
Tannen, 1990. Ballantine Books

Grade 10-12/Adult

Format Book

Description This book examines the differences in conversational styles of men and women, why they are sometimes confusing or frustrating, and how we can prevent and relieve some of that frustration.

Title Young Hispanic Women
Leaders for the 90's
Ross

Grade 10-12

Format Student Leadership Training Conference Manual

Description This manual contains a wide range of leadership activities and many ideas for conducting student conferences.

Title Zona Gale: Her Life and Her Writings
Riley, 1988. Her Own Words

Grade 9-12 and above

Format Video (15 minutes) with Resource Guide

Description Zona Gale (1874-1938) of Portage, Wisconsin, was the first woman to win a Pulitzer Prize in drama. Though today she has been largely forgotten, Gale wrote over 30 books and plays and many of them were best sellers confronting many themes that are startingly contemporary and well worth reading.

DPI/UW-STOUT EQUITY RESOURCE CENTER
Center for Vocational, Technical and Adult Education
Student Health Center
University of Wisconsin-Stout
103-1st Avenue West
Menomonie, WI 54751
(715) 232-1885
FAX: (715) 232-1985

REQUEST FORM

	TITLE(S)	DATE NEEDED	ALTERNATE DATE
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Mail to: _____
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Phone Number: _____

Wisconsin Vocational Equity Cadre Member Name: _____

Signature _____

Per phone request:
Date: _____
Received by: _____

For office use only: _____
Date - Mailed: _____
Date - Due Back: _____
Date - Received: _____

Followup: _____

Duplicate as needed

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Followup: _____

Duplicate as needed

September, 1996

Supplement to:

DPI/UW-Stout Equity Resource Center Guide (March, 1996)

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Linda L. Riley, Project Director

Funded by the Wisconsin Department of Public Instruction, through the Carl D. Perkins Vocational and Applied Technology Education Act, 1990, John Benson, State Superintendent.

The Department of Public Instruction and UW-Stout do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

Title 101 Short Problems, EQUALS, 1995 (English and Spanish)

Grade 4-9

Format Book (125 pages)

Description A collection of short, open mathematics problems, some completely new and others adapted from old favorites. Great for group work, investigation starters, homework, etc. Numeric and spatial topcis include probability and statistics, patterns and relationships, algebra, and discrete mathematics. Emphasis is on explaining, being systematic, solving each problem in several ways, and developing habits of the mind to go beyond the immediate problem to new questions.

Title Assessment Alternatives in Mathematics. An Overview of Assessment Techniques that Promote Learning, Equals, 1989

Grade

Format Booklet (35 pages)

Description This booklet reviews methods to assess students' mathematics achievement, including: looking at students' completed tasks or products; reviewing students' performances or how they are working; encouraging student self-assessment; and discussion of issues that need to be considered.

Title Building Blocks - An Annotated Bibliography for Single Parent Programming, June 1992

Grade Secondary/Postsecondary

Format Book (99 pages)

Description Resouce for assisting school districts, CESA's and community-based organizations to plan for and provide services for teen parent students.

Title Bullyproof - A Teacher's Guide In Teasing and Bullying for Fourth and Fifth Grade Teachers

Grade 4th and 5th Grade

Format Guide (60 pages)

Description Contains eleven sequential lessons. Class discussions, role plays, case studies, writing exercises, reading assignments, art activities, and nightly homework combine to give students the opportunity to explore and determine the fine distinctions between "teasing" and "bullying." Children gain a conceptual framework and a common vocabulary that allows them to find their own links between teasing and bullying and, eventually, sexual harassment.

Title Controllers (The). A View of Our Responsibility, Jim Cole, 1971

Grade 4 - Adult

Format Book

Description *The Controllers* is a look at freedom and responsibility for one's own behavior. It explores how escaping the responsibility for one's behavior often results in loss of freedom. This book has been used with both alcoholics and juveniles for many years.

Title EQUALS Investigations - Flea-Sized Surgeons (Surface Area, Volume and Scale)

Grade Middle School Students

Format Book (122 pages)

Description Isn't this a great idea? Why can't we shrink or expand things to fit our needs? In this unit students explore scale, surface area, volume and weight. They will build mathematical models to help them question how scale changes affect physical properties for animals, and people such as "lightness" on feet, heat transfer, respiration, strength, and stability of form.

Title EQUALS Investigations - Growth Patterns, Linear and Exponential Growth Models

Grade Middle School Students (6-9)

Format Book (138 pages)

Description How do things grow? How can growth be described and predicted? Students explore the mathematical answers to these two questions by building models and investigating real world phenomena. The unit presents and contrasts the two simplest discrete models of growth: repeated addition and repeated multiplication.

Title EQUALS Investigations - Remote Rulers (Proportional Reasoning and Distance)

Grade Middle School Students

Format Book (118 pages)

Description Do things really get smaller as they get farther away? Can you be sure? This unit provides students with active, hands-on experience exploring links between data from measurements, geometric patterns, and algebraic formulas. Students build an understanding of the formulas XY=K (inverse variation) and X/Y=K (direct variation) through mathematical models created from real situations.

Title EQUALS Investigations - Scatter Matters (Scatterplots, Correlation, and Cause and Effect)

Grade Middle School Students

Format Book (62 pages)

Description Are cigarettes really harmful? How do we know? This unit is about the relationships between sets of numbers, the use of scatter diagrams to decide if two things are related, and the distinction between correlation and cause and effect. The statistical techniques are anchored in a context that is meaningful to students because the data they generate are about the students themselves.

Title EQUALS Investigations - Telling Someone Where to Go (Measurement of Distance and Angle)

Grade Middle School Students

Format Book (124 pages)

Description How did the Exxon Valdez get off course? How to people navigate using compasses and angles? In this unit students explore the mathematics of navigation in the spirit of the wilderness sport of orienteering. Students explore angle, distance, and orientation using their bodies in relative directional systems as with the computer language LOGO rather than with the standard directions of magnetic compasses.

Title Facade (The), a View of Ourselves, Jim Cole

Grade 4 - Adult

Format Book

Description *The Facade* is an expression of the sharing of ourselves and the risking of ourselves with others. It looks at the resistance to risk taking and the joys that come from being known and sharing one's self with another. This book is very simple yet seems to hold some personal truths for many people.

Title Facing Our Future: moving from denial into action, Jim Cole, 1990

Grade 4 - Adult

Format Book

Description Predictions of gloom seem to abound. We learn of new and frightening information almost daily on the greenhouse effect, ozone depletion, chemical waste, acid rain, overpopulation and nuclear proliferation to name but a few. Dr. Cole has been studying the research on the effects of these threats upon child behavior, family relations and social order. This book examines our personal responses to these threats and suggest ways we might respond.

Title Family Math, EQUALS

Grade K-8

Format Book (319 pages)

Description If you could have only one hands-on mathematics book, it should be FAMILY MATH. Using simple, everyday objects such as beans, blocks, toothpicks, and pennies, the activities are designed for adults and kids to do together.

Topics covered include logical reasoning measurement, probability and statistics, geometry, estimation, and the use of calculators. The book also has a step-by-step description of how to organize a FAMILY MATH class in your community.

Title Filtering People, Understanding and Confronting Our Prejudices, Jim Cole, 1990

Grade 4 - Adult

Format Book

Description *Filtering People: Understanding and Confronting Our Prejudices* gently and sympathetically helps us identify our prejudices, explore how and why we become prejudiced - and learn how we can begin to overcome our prejudices. Filtering People has been used widely and avidly by people trying to understand, confront and change prejudices.

Title Get It Together - Math Problems for Groups - Grade 4-12

Grade 4-12

Format Book (180 pages)

Description You don't have to learn math by yourself! Solving problems in groups is exciting, effective, and equitable - it helps all students succeed in math. These 100 problems are suitable for a group of from three to six people to solve together. They vary in subject matter and difficulty but each has the same format: six clue cards provide the information needed to solve a problem.

Title Helpers (The). A View of Our Helpfulness, Jim Cole, 1990

Grade 4 - Adult

Format Book

Description *The Helpers* looks at our motives for behaving both helpless and helpful and then examines what effects these behaviors have on ourselves and on those we try to help. It expresses the helplessness of trying to help others. It then examines how we often escape these helpless feelings and what this does to us and to those we are trying to help.

Title History Revisited, National Women's History Project, 1988

Grade

Format Video (12:22 minutes) with Facilitator's Guide

Description "History Revisited" demonstrates the need to re-integrate women from history into the curriculum and the ease with which National Women's History Month activities can begin filling this need. The guide was designed as a companion piece to help you put together an effective presentation for your school board, or for a teacher in-service training.

Title Introduction to the Trades for Teen Single Parents, 1996

Grade

Format Book

Description This curriculum is designed to encourage teen single parents and other at-risk youth to consider higher-paying jobs in the skilled trades as a viable career option. The curriculum is divided into two modules, Self-Development, and Career Development and is organized around seven competencies.

Title Math for Girls and Other Problem Solvers

Grade K-18

Format Book (107 pages)

Description Designed to encourage girls' enjoyment of math, this hands-on curriculum will challenge all problem solvers. MATH FOR GIRLS is an eight-day course with activities organized around five problem-solving strands: logic strategies, breaking set, creative thinking and observation, spatial visualization, and careers.

Useful in community group settings such as Boys and Girls Clubs, student clubs, as well as in the classroom.

Title Model Program for Single Parents' Transition from Secondary to Postsecondary Technical Education (A)

Grade Secondary - Postsecondary

Format Book (14 pages)

Description

Title Mythbusters III, ASETS (Achieving Sex Equity Through Students)

Grade Elementary (1-5)

Format Video (16 minutes), Manual (22 pages)

Description M-TV format defines and describes the benefits of equity, fairness, and nontraditional work. Addresses myths about the jobs people do, how to choose and prepare for work you will like. Stresses importance of math and science. Uses young children in program.

Title Off and Running, The Computer Offline Activities Book, EQUALS, 1986

Grade 4-12

Format Activities Book (145 pages)

Description OFF AND RUNNING introduces students to some of the central concepts needed for computer work such as Boolean, algebra, default assumptions, and sequence of commands. Included are activities that raise challenging questions about the equity and ethics of computer use.

Title Power of Choice (The): Acting on Your Values, Elkind+Sweet Communications, Inc., 1988

Grade 9-12

Format Video (30 minutes)
Discussion Guide

Description In this program, comedian/youth counselor Michael Pritchard, talks with students to discover how knowing what we value can guide us in making choices that are right for us. It is a candid exploration of the values on which todays teens base their lives, where values come from and what meaning the have, as teenagers grow toward adulthood.

Title Power of Choice (The): Drugs and Alcohol Part I, Elkind+Sweet Communications, Inc., 1988

Grade 9-12

Format Video (30 minutes)
Discussion Guide

Description In this program, comedian/youth counselor Michael Pritchard encourages teenagers to come to grips with the question of what to do when "just say no" and "just say yes" just won't do. Students talk honestly and openly about choices (good and bad) they have made with alcohol and drug use.

Title Power of Choice (The): Drugs and Alcohol Part II, Elkind+Sweet Communications, Inc., 1988

Grade 9-12

Format Video (30 minutes)
Discussion Guide

Description In this program Michael Pritchard, Comedian/Youth Counselor, examines with students how chemical abuse damages relationships, what you can and cannot do about it, and how to respond when a chemically dependent person asks you for help.

Title Power of Choice (The): Sex, Elkind+Sweet Communications, Inc., 1988

Grade 9-12

Format Video (30 minutes)
Discussion Guide

Description In this program, Michael Pritchard (comedian and counselor) encourages teenagers to think more critically about their attitudes and approaches to sexual behavior. Students (including some from Wisconsin) consider the thorny issues they face in making decisions about sex and grapple with the question of how to make choices tonight you can live with tomorrow.

Title Resources for Strengthening Teen Pregnancy and Parenting Programs, 1989

Grade

Format Book

Description A data base of barriers to providing programs and related services to pregnant and parenting teens and strategies for overcoming them. Developed by Wisconsin educators and community service providers in pregnancy and parenting programs.

Title SPACES (Solving Problems of Access to Careers in Engineering and Science), EQUALS, 1982

Grade 4-10

Format Book (141 pages)

Description Solving Problems of Access to Careers in Engineering and Science - SPACES - is a collection of activities designed to: stimulate students' thinking about scientific careers, develop problem solving skills, promote positive attitudes toward the study of mathematics, increase interest and knowledge about scientific work, strengthen spatial visualization skills, and introduce language and familiarity with mechanical tooks.

Title Success Skills Curriculum for Teen Single Parents, 1994

Grade Secondary, Postsecondary and CBO's

Format Book

Description Success Skills Curriculum for Teen Single Parents is roughly a 36 hour program of instruction divided into four modules as follows: Module 1: Taking Responsibility for Self, Module 2: Communicating Effectively, Module 3: Balancing Family, School and Self, and Module 4: Skills to Enhance Effectiveness. However, instructors can pull out individual modules, competencies, or activities and information to use independently.

Title Take the Lid Off - A Video On Differences Worth Talking About, 1993

Grade High School/Adult

Format Video (20 minutes)

Description *Take the Lid Off* is a new and unique approach to the issue of cultural diversity. Through the humorous experiences of a cast of vegetables: a chili pepper, carrot, bok, choi, and onion learn about each other and the multicultural world we all share. A very funny video - featuring rock music and using a vegetable soup analogy to talk about differences. Very, very clever and creative. Great for right brains.

Title Teachers' Voices, Teachers' Wisdom, Seven Adventurous Teachers Think Aloud, EQUALS, 1991

Grade

Format Book (163 pages)

Description Seven teachers speak freely in extended interviews about how they help students learn and make discoveries, and how they themsIves dig for ideas, learn from their colleagues, and chafe at teaching conditions that limit both teaching and learning. The Afterward proposes ways to develop and maintain an informed and supportive constituency for schools.

Title Thwarting Anger, A View of How We Keep Anger Alive, Jim Cole, 1985

Grade 4 - Postsecondary/Adult

Format Book

Description *Thwarting Anger* looks into our resistances to experience and express anger and to problems related to anger. It suggests ways of dealing with anger that avoid harming others or ourselves.

Title Wisconsin's Glass Ceiling Initiative

Grade

Format Video (18 minutes)

Description This program discusses the findings of the Governor's Task Force on the Glass Ceiling Initiative completed in Wisconsin. It discusses the intentional or unintentional corporate barries that prevent qualified individuals (regardless of their raice or gender) from advocacing upward into management level positions and overviews the advantages of diversity. .

Title Women in Dentistry

Grade 9 - Adult

Format Video (15 minutes)
Guide (114 pages)

Description This video explores dentistry as a career choice for women through interviews with four female dentists. Although their backgrounds and specialties are diverse, the four share the conviction that dentistry is a satisfying career. Looks at the history of women in dentistry, discusses the advantages, and encourages young women to prepare for career choices based on interest.

Appendix D

1996-97 Vocational Equity News Newsletter

Wisconsin Vocational Equity News

Volume 10, Number 1 **Fall, 1996**

1996-97 Wisconsin Vocational Equity Leadership Cadre

The Wisconsin Vocational Equity Leadership Cadre, which began about 10 years ago as a training and staff development program for CESA sponsored equity teams to provide training, technical assistance and support to districts, has expanded to include many school district staff, Single Teen Parent staff and postsecondary Sex Equity and Single Parent/ Displaced Homemaker staff. Since a cadre is a group of people focused on similar issues and concerns, anyone who is concerned about equity issues in education at the PrK-12 and postsecondary levels is invited to join and attend the meetings. This years meetings will be held as follows:

October 1-3, 1996	Fall Cadre Meeting The Point Hotel Conference Ctr. Minocqua, Wisconsin
April 8-10, 1997	Spring Cadre Meeting Comfort Suites Green Bay, Wisconsin

The agenda for the fall meeting includes presentations on the following issues: *Family Economic Self-Sufficiency, School-to-Work Issues*, a panel discussion on the employment and training movement in Wisconsin, *Issues and Connections Between Teen Single Parent, Adult Single Parent School-to-Work Issues* and round tables and sectionals covering a variety of issues of interest to participants. See Information Please Form, page 3, to request more information.

Interested in Becoming a GESA Facilitator?

The University of Wisconsin-Stout Vocational Equity Leadership Project, funded by the Wisconsin Department of Public Instruction, is planning to sponsor a GESA (Gender/ Ethnic Expectations Student Achievement) Facilitator Training Workshop for interested educators. As a result of this training, facilitators will be able to conduct GESA teacher training in their local school districts/regions. The workshop is tentatively scheduled for early May, 1997. If you are interested in more information, please complete and return the form on page 3.

Teaching GESA In Your District This Year? Credit Is Available!

If you are a GESA Facilitator planning to teach a GESA class in your local school district or region during the 1996-97 school year, it is again possible to offer one graduate credit to participants and to receive one credit for teaching if you have not already done so. As teaching GESA in Wisconsin is a component of the Wisconsin Vocational Equity Leadership Support Project, the credit cost to students is waived except for student fees which are approximately $20.

Diminishing Resources - New Opportunities

As resources supporting equity training and technical assistance diminish on the local, state and national level, more and more of us will need to look for other means to provide information, resources, technical assistance and support for our work.

One possible resource is the Internet which provides a wealth of possibilities for both teachers and students. Many, many websites currently exist to support your work as well as provide education and information to your students. The *"Internet Websites and Listservs of Interest to the Wisconsin Vocational Equity Leadership Cadre"* document has been recently updated and revised (September, 1996) and is now available. If you would like a copy, please complete and return the form on page 3.

Additionally, if all things go as planned this year, A Wisconsin Equity Cadre Listserv and Website will be established to enable Cadre members and others to network on an ongoing basis.

Pass it on...Preserve the fine art of tree climbing. SHARE - RECYCLE

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, Student Health Center Building, 103-1st Avenue West, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkins Vocational and Applied Technology Education grant from the Wisconsin Department of Public Instruction, John T. Benson, State Superintendent. Contact person: Linda Riley, Project Director/Editor. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

Are Our Students Safe on the Net?

There is a considerable amount of debate regarding the degree of danger involved with using the Internet. While it is generally agreed that the benefits of using the Internet far outweigh the risks, it is still important to know that those risks exist, and that girls may be especially vulnerable. (See article below.) There are sites on the Internet specifically designed to offer suggestions for adults on how to reduce risks for children using the Internet. Two of them are:

Child Safety on the Information Highway
http://www.larrysworld.com/child_safety.html.

Safety on the Internet
http://www.voicenet.com/~cranmer/censorship.html

Web Sites for Girls

When a girl searches for herself on the Internet, she is entering a potentially dangerous area where she may be faced with negative images that can, at the very least, harm her self-esteem.

The Midwest Women's History Center, in their publication *Take Action for Girls*, reported on research they conducted searching the words "girls," "women," "men" and "boys" on five different commonly used search engines. They looked at the top ten results to see how many of them contained materials of a demeaning or sexual nature. They found using the word "girl" in a search resulted in twice as many sites that contained material of a demeaning or sexual nature than any of the other categories.

In a Harris poll of 3rd to 12th grade students commissioned by Girls Incorporated, 15% of boys said working or playing on the computer was one of their three favorite activities, while only 8% of girls said the same.

The following sites are specifically designed for girls and may encourage girls to use the computer more often as well as provide a good introduction to the Net. Check them out and see what you think.

HerOnline
http://www.her-online.com/
Your Room at HerOnline will lead you to the Booknook, the Fieldhouse, the Rec Room, the Pizza Place and more. An online place for girls.

Troom
http://troom.com/index2.html
Includes music and concert reviews, global connections, "Reflections" a monthly column about things that matter, girls' own stories, sports and fitness hints, fashion ideas, opportunites for asking questions, writing to pen pals and much, much more. (Sponsored by Tampax)

Cybergrrl
http://www.cybergrrl.com/

A Girls' World - Online Club House
http://www.agirlsworld.com

Cool Beans - A Teen Grrls Only Ezine
http://www.angelfire.com/pg8/COOLBEANS/index.html

Femina - Girls
http://www.femina.com/femina/girls

Yahooligans! - the Web Guide for Kids
http://www.yahooligans.com

Equity Online - Fall Features

African American Culture & History
http://www.unix-ag.uni-kl.de/~moritz/afro
Featured sections contain Documents on History, Quotes, Poems, Information on Malcolm X, The Civil Rights Movement and Dr. Martin Luther King Jr., the Nation of Islam, Louis Farrakkan and the Million Man March, Islam, Kwanzaa, Historical Black Colleges and much more. Links to other resources.

Chicano! The History of the Mexican American Civil Rights Movement
http://www.pbs.org/chicano/index.html
Contains information on the series-related resources, and teaching/learning resources. Has Spanish-language version on selected pages. Contains the biographies of key people from Chicano! and allows browsing of the Time Line for an in-depth look at Mexican-American and American history.

Native American Indian—Culture, Education, Art, Science, History: Native Sources
http://http://indy4.fdl.cc.mn.us/~usk/
Featured Sections include: Announcements:—Research Services; Editorials—About Tribal Voice,—Checkout links, emails; What's New—Site Info; First Nations,—Canadian Native & Inuit pages; Stories—many new e-texts, Languages, Native Cinderella; Native Foods—Health, Herbs (Ethnobotany), Recipes; Aboriginal Astronomy—Stars, Medicine Wheels; Creating Web Pages—Tutorials, Design Tips, Resources; Schools, Colleges, Tribes; Native Links Indexes—Big catalog/indexes, useful links and much, much more!

WWW Hmong Homepage
http://www.stolaf.edu/people/cdr/hmong
Featured Sections include: Current Events and Announcements, New Resources, Publications, Resources for the Researcher, Hmong Culture,Travel and Study in Southeast Asia, Photograph Archives, People and Other Links.

BEST COPY AVAILABLE

AH HA!

Two new videos now available from the UW-Stout Equity Resource Center, *The Power Dead Even Rule and Other Gender Differences in the Workplace* and *Invisible Rules: Men, Women and Teams*, have provided a number of ah ha's for viewers. Dr. Pat Heim explores the different cultures men and women grow up in, the "rules" each culture uses to define appropriate adult behavior, why these cultures clash, and what to do about it. A lively, thoughtful and sometimes humorous discussion that can benefit all.

Math Materials from Equals

All of the Math Materials from EQUALS Publications, Lawrence Hall of Science, University of California at Berkeley, have been purchased and are available for preview from the Resource Center. These are wonderful, exciting materials designed to make learning math easy and fun. New acquisitions include five investigations units (4-8 week integrated units) for middle school students, 101 Short Problems (grades 2-9), Off and Running, The Computer Offline Activities Book (grades 4-10), Get it Together, Math Problems for Groups (grades 4-12), Assessment Alternatives in Mathematics and Teachers' Voices, Teachers' Wisdom.

Cadre Members Continue Producing Quality Resources

Discovery of Dawn, NEWIST Eileen Littig, Producer

A 30 minute program with accompanying teacher's guide designed for upper elementary/middle school youth that demonstrates the distortions and misconceptions behind commonly accepted images of physical attractiveness and illustrates what happens to young people's self-esteem, educational choices and health when they become preoccupied with unrealistic body images.

Women in Dentistry, Jocelyn Riley, Producer

This 15 minute video explores dentistry as a career choice for women through interviews with four female dentists. Although their backgrounds and specialties are diverse, the four share the conviction that dentistry is a satisfying career. It also looks at the history of women in dentistry, discusses the advantages, and encourages young women to prepare for career choices based on interest.

Information Please

Please send me:

____ A copy of the DPI/UW-Stout Equity Resource Guide. $3.00 is enclosed for printing and postage.
____ A copy of the "Equity Website/Listserv" Document. A stamped, self-addressed envelope is enclosed.
____ I am interested in the GESA Facilitator Training to be offered in the spring. Please put me on your mailing list.
____ I am planning to teach GESA in my district/region. Please contact me about offering credit.
____ I would like more information on becoming a cadre member.
Other: _____
_____

Name: _____
Position: _____
Address: _____
_____
_____
Phone: _____ FAX: _____
Email: _____

Return to: Linda Riley, Equity Project Director, UW-Stout,CVTAE, Student Health Center Building, Room 126, 103 - 1st Avenue West, Menomonie, WI 54751.

Mark Your Calendars

Date	Event	Location	Contact Person
1996			
October 1-3	WI Vocational Equity Leadership Cadre Fall Meeting	The Pointe Hotel & Conference Ctr. Minocqua, WI	Linda Riley (715) 232-1885
October 4-5	21st UW-System Women's Studies Conference	UW-Superior Campus	Ann Stratham (414) 595-2162
October 30	The Parent Connection "So Many Needs, So Little Time"	WPT - Statewide 8:00 p.m.	
November 6-10	National Association for Multicultural Education (NAME) Conference	Radison Hotel St. Paul, MN	Carolyn O'Grady 507-933-6148
November 13	State Convention Preconference	Chula Vista Resort and Wisconsin Dells, WI	Deanna Applehans (715) 232-2460
November 14-15	WI Statewide Equity and Multicultural Convention		
1997			
April 8-10	WI Vocational Equity Leadership Cadre Spring Meeting	Comfort Suites Green Bay, WI	Linda Riley (715) 232-1885
July 20-23	NCSEE National Convention	Royal Lahaina Resort Kaanapali Beach, Maui, Hawaii	Linda Andrade Wheeler (808) 597-8166

Gender Equity Leadership Project
Center for Vocational, Technical & Adult Education
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Wisconsin Vocational Equity News Special Supplement - STUDENTS SHARING

Introduction:

In May, 1996, we contacted teachers and Equity/Single Teen Parent Program staff inviting them to submit articles from students who were concerned about equity issues in their schools, or lives, or who had benefited from local, state and/or federal programs targeting protected populations. The articles in this supplement are a result of that request. A sincere thank you to all who responded.

A Reminder:

The Wisconsin Pupil Nondiscrimination law bans pupil discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. (S. 118.13,Wis. Stats.) In Wisconsin the term "discrimination" includes harassment.

Seminar in Multiculturalism

Submitted by Carrie Bergstrand, Heather Broadwell, Jeff Coker, Raquel Dmicht, Tony Gilgenbach, Tyson Hoeft, Sheherazade Tafari, Rob Jones, Todd Nickliski, Jane Riordan, Alex Rockwell, Joe Rompala, Jami Scheuffele, Tasha Smith, Jessica Stanton, Melissa Steinmeyer, Abby Tripp, Kou (Eric) Vang, and Kamau Wilkins, Menomonie, Wisconsin.

This semester we participated in a pilot course called *Seminar In Multiculturalism.* This class entailed separating into three groups, each studying and learning about a different community. We studied the following three: St. Paul Hmong, St. Paul Westside (Latino), and Lac du Flambeau Ojibwe. A two-day site stay capped each group's study - a visit developed by that group based on its own questions, research, and planning. A concerned group of students to begin with, this class acted to further broaden our perspectives. As individuals and as a group, we learned how to handle conflict and how to explore and react to outside views. Our ultimate goal was to take the learning and understanding about relationships, lifestyles, and priorities of other cultures and pass it on to our community so that we may work to better our society for everyone.

What TODTWD Means to Me

Submitted by Angie Verden, Waukesha

On April 25th, 1996, I participated in Take Our Daughters To Work Day. It was very important to me because it made me see that girls can do any job a man can do. I was shown that there is no such thing as a "woman's" job or a "man's" job. I have participated in TODTWD for the past three years now. The first two years I worked with my mom and was able to see first hand what exactly she does. Then this year I went to WCTC to learn more about what I would like to do; a teacher for the hearing impaired.

I think that TODTWD is a very important day for younger girls because it shows that they can grow up to be anything they want to be, no matter what anyone says. Having TODTWD can help make some future career plans for many young girls.

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Teen Single Parent Program Helps Sparta Teen

Submitted by Terri Myers, Sparta, Wisconsin

My name is Terri Myers. I am from Sparta, Wisconsin. I am a teen mother of a two year old boy. I have been helped tremendously by the CESA #4 Teen Single Parent Program operated in collaboration with WWTC and Teen Health Service. These programs have also helped lots of other teen mothers in this area.

My first attendance at WWTC was at the Higher Wage/Nontraditional Career Day which showed me programs that the school has to offer. They were based on the pay and the kinds of work fields which would be best for our futures and to raise our children. I then attended a Career Challenge course held at WWTC. This week helped not only myself but twelve other girls who attended the second week of the Challenge. It helped me understand I am as strong and smart as anybody else who wants to make something of themselves and go on with life with a healthy early family.

The second and third visits to the Higher Wage/Nontraditional Career Day were the best. I found what I wanted to go to college for. I am now signing up for the EGG Technician Program at WWTC. I have also attended a day that helped me find out how to sign up for college, find out what scholarships are available, and what grants are available for me to apply for. I do hope you decide to agree to the grant and help other teen parents as you have helped me. Thank You.

Unlocking the Door to Survival

Submitted by Nikki Wolensky, Stevens Point Area Senior High School

My name is Nikki Wolensky, and I'm a senior at the Stevens Point Area Senior High School (SPASH). As an incoming sophomore, a friend of mine who was a senior ask me if I'd like to join her at a meeting one evening. Being the curious newcomer to high school that I was, I graciously accepted. That was probably the best blind decision I ever made.

I walked into a room lined with tables and chairs with a dry erase board in front. It looked pretty much like your regular classroom; but what I learned that Tuesday night would never have been taught to me by a regular teacher.

I learned about things I didn't think you were allowed to even talk about in school; things that should be talked about in school; things that I didn't know anything about; things that I didn't like knowing about. This wasn't History, Writing or Algebra, this was something, I thought, that actually applies to me. I started to listen even more closely.

The reason I've stayed so faithful to the Contemporary Issues Organization (CIO), and decided to devote so much of my time to it for the past three years, is that the information offered by its projects can't be found anywhere else. It offers a unique learning experience that would otherwise be inaccessible to a student. I continue to travel from school to school sharing what I've learned because at most schools there aren't meetings you can go to learn about sexual assault and harassment, and even if there are, everyone's got an excuse why they can't go, right?

Through CIO I have had the opportunity to open the door to crucial discussion on these very real topics. By performing the Alice play, I hope to not only unlock the door for other students, but create a door where there was once only a wall. As they say, it's a dirty job, but someone's got to love it!

Sexual Harassment and Assault - Issues Addressed by Students

Submitted by Lisa Wimmer, Stevens Point Area Senior High School

In the school bus, hallways, locker rooms, even playgrounds, all around us, sexual harassment is occurring. Every person, both male and female, experiences some form of sexual harassment in his or her lifetime. Sexual harassment ranges from verbal comments to mild physical contact. Things such as short-checking (yanking down someone's pants in a public area) and bra snapping border between sexual harassment and sexual assault. The difference? Harassment is basically verbal comments that make someone feel uncomfortable. Sexual assault is inappropriate sexual touch and may result in rape.

Many people think of sexual assault as something that only happens to other people. Unfortunately, they're wrong. Chilling statistics tell the facts:

- 1 in 3 women will be raped in her lifetime. (Benedict, 1984)
- 1 in 7 boys will be sexually assaulted before the age of 18. (Russell, 1983)
- In 1990, the number of estimated rapes was between 1.3 and 2 million, which makes U.S. rape the highest in the world. (Senate Judiciary Committee, 1991)
- 83% of raped adolescents and 71.4% of raped young adults don't report their assaults to the police. (Kilpatrick, 1990)

Victims of sexual assault, especially males, may not report what has happened because they are scared, ashamed, embarrassed, or a combination of mixed emotions. These feelings are normal. But, these feelings shouldn't keep someone from reporting an abuse. No matter what the situation is, it's never the victim's fault!!

This is where our production of "Alice in Sexual Assault Land" comes in. "Alice" is a play that was originated by a group of teenagers that were being sexually harassed or assaulted. The play travels statewide during the school year, is performed by students that attend Stevens Point Area Senior High (SPASH), and is sponsored by the Contemporary Issues Organization (CIO). The play deals with different aspects and forms of sexual harassment, sexual abuse and domestic violence. Teens today need to know where to go and what to do if they are being harassed or sexually abused in any way. They also need to know that they are not alone, and most importantly, it is never the victim's fault.

The play portrays several famous fairy tales, such as Snow White, Sleeping Beauty, Cinderella, Three Little Pigs, and Little Red Riding Hood, among others. In every skit there is an example of sexual harassment or assault and a possible solution. Throughout the play, the "Chesire Cat" repeatedly comes around and makes sexually offensive comments to "Alice." Every school has its own "cat." They just come in different forms. The play also shows the serious consequences of sexual assault to the perpetrator.

At the end of the production, the cast splits up the audience (typically consisting of 7-12 graders) into small groups, one or two cast members per group. In small groups, we cover a variety of topics. First, we begin with the audience's reaction to the play (likes, dislikes, suggestions, comments, etc.). One particular comment comes up often. The play does consist of a few physically graphic scenes. Generally, the students don't like that because it brings feelings of discomfort. We explain that that's how sexual assault is. That's reality.

We explore the differences between sexual harassment and sexual assault, and also the differences between harassment and flirting. We go over the consequences and penalties for sexual assault, along with the damage done, both physically and psychologically.

Another frequently brought up topic is who the abuse is aimed at. Society has the image that sexual abuse mainly occurs from male to female. The point needs to be stressed that it also happens a lot from male to male, female to female, and female to male.

At the end of the small groups, we take any additional comments, or questions, our groups may have. If they are too uncomfortable to bring up an issue in the presence of their peers, we also hang around a few minutes afterward, to allow them to approach us on a one-on-one basis.

Our statistics never fail to surprise our audiences, no matter how educated they are. Not everyone realizes that sexual abuse and sexual harassment can happen anywhere. No matter how small the school, no matter how tiny the community, there's always Chesire cats.

That's what "Alice" tries to teach its audiences. Sexual abuse and harassment are everyday occurrences. They are the most frequently committed crimes and it is wrong! We hope the students can learn how to handle a bad situation and use the information as a stepping stone towards a solution.

Homophobia in the Hall

Submitted by Claire Herbst, McFarland High School

If there's one topic that is never discussed at MHS, it's homosexuality. That doesn't mean McFarland is composed of entirely straight people. In fact, in a school of 600 the odds are more than a few Spartans are not heterosexual.

So why do we avoid the issue? Well, there could be a number of reasons. Fear, ignorance, the religious implications it can raise, whatever; the bottom line is that we don't deal with it and I for one think it's about time we did.

Few people would say McFarland High School is a haven of tolerance, but no where is our ignorance more clear than in our attitude toward homosexuals. I cannot begin to count the number of homophobic slurs I've heard during my years here. "Faggot" and "dyke" are common hallway phrases. Unlike other insults, they are rarely met with discipline.

All too often, administrators ignore and sometimes even contribute to homophobia among students. It's important to remember that laughing along with a comment leads students to believe it's acceptable.

Calling someone a "fairy" is so common that few people even raise an eyebrow. I'm willing to bet that few teachers can remember the last time they called someone on a comment like that.

Imagine the impact this daily assault of hatred and homophobia could have on a student questioning his/her sexuality. Scott, a volunteer at the United, a research center in Madison, described this stating, "it's very difficult. You are monitoring everything you say." "Especially during the teen years when being accepted is a big factor," he added. This has proven overwhelming for more than one teen. According to recent statistics, thirty percent of all teen suicides are the result of people having problems accepting their sexuality.

One counselor I interviewed at the Briarpatch Crisis Line estimated that three out of every ten calls she receives are from gay teens seeking advice. She went on to say that these teens often express feelings of isolation and avoidance in their peer groups. "It's important that these teens realize they are not alone. It's something many kids deal with."

Males Suffer Sexual Harassment and Assault

Submitted by B. G. Lazers, Stevens Point Area High School

A young male in a northland school was being harassed by fellow students because he was homosexual. The young male reported the incidents to the school but nothing was done for him. Unfortunately, the incidents got worse, and the young man was assaulted while in the boys bathroom. The young man was assaulted by four football players who had difficulties with the fact of homosexuality. The four football players dropped the young man to the floor, beat him, and then urinated on him. Now the young man is suing the entire school district.

The incident could have easily been prevented with the right education. Young males have to understand and get a better knowledge of what's right and what's wrong. The lessons of sexual assault and harassment need to be taught in school at a young age. Young males should know that sexual assault and harassment should not be tolerated. Teaching that there's a fine line between harassing and flirting will stay with a young male forever.

Teaching young males to report sexual assault or harassment is another step to preventing it. Society seems to keep males who have been assaulted or harassed quiet due to embarrassment. The idea of the macho ego has to go! It's not macho to keep an assault or harassment unreported. There are long term effects from keeping assaults or harassments bottled up inside. Young men need to understand the necessity of reporting any incident and never be embarrassed.

It's important for young males to learn as much as they can about sexual assault and harassment. The more that's taught to young males, the more that's prevented.

Gay? Bi? Straight?

From the age of 12, I have realized that I am attracted to the same sex. Since then, it has been a constant battle with myself, trying to decide whether I am totally gay or straight. After years of being ashamed and confused, I finally have come to the conclusion that I am bisexual. The hardest thing about my sexuality is that there was no one I could talk to about it without being judged. To this day, the only people that know are my uncle, cousin and a few close friends. Some people told me it was just a phase I was going through, and that everyone goes through a period of time like this. But I knew this wasn't a phase, and when I admitted to being bisexual, I was told that I couldn't be, either I was gay or I wasn't, there is no in between.

When I first came to acknowledging my sexuality, it scared me. I found it ironic that it didn't bother me if other people were gay, but when I realized it about myself, I became disgusted by it. For some reason, it was fine for other people, but not for me. I guess I was scared of the experiences that other people had whom I knew. An acknowledged lesbian since the age of 13, my cousin was banished from our family after revealing her secret. After that I have felt nothing but hatred from my family. Every time I would hear someone make an intolerant remark towards her I felt as if they were saying it to me.

Of course this was nothing compared to what my friend went through. He was constantly harassed and beaten at school, and verbally abused by his parents about his homosexuality. At the age of 14, he tried to commit suicide and was thrown out of his house to live with his older brother. He graduated at the top of his class, and went on to college with a scholarship. I remembered when he graduated two years ago, and the comments that came from the audience as he went to get his diploma. But even though people tried to humiliate him, and his whole life had been a total hell, he stood tall and was proud of who he was.

I don't know if I will ever be able to come to that point in my life, when I'm not paranoid about what other people think. It hurts to know that people who are close to you now would desert you after you revealed something like this about yourself. People think for some reason that if you are gay, all you ever think abut is sex. This disgusting stereotype of pervertedness is the most hurtful slander of all. These gay club scenes, or orgies portrayed in films, have nothing to do with sexuality. It is pure eroticism, preformed by hedonists, who are not gay or straight, but people who don't care about themselves or others. Whether people want to believe it or not, sexuality is something you are born with. It is an emotional feeling within yourself, that like any feeling, wants to be responded to physically. This article wasn't written to change you, but to let you know that we are human beings just like you. We don't want your blessing, just your respect.

!OutProud!
The National Coalition for Gay, Lesbian and Bisexual Youth

Features a wide range of resources available for youth and educators. Features Referrals - sources of friendship or support, Books - recommendations on books for lesbigay youth, their families, and teachers, School Resources - provides schools and students with resources to help provide a safe and supportive environment for lesbigay youth. !OutProud! Forum - forum to correspond with other lesbigay youth and service providers on issues affecting community, as well as brochures, and links to other resources.

http://www.cyberspaces.com/outproud/

P.E.R.S.O.N
The P.E.R.S.O.N. Project Home Page

The P.E.R.S.O.N. Project is an informal, national network of organizations and individuals working to ensure the fair, accurate, and unbiased information regarding lesbian, gay, bi-sexual and transgender people and about the nature and diversity of sexual orientation is presented to American Youth as a part of public school education.

http://www.youth.org/locoPERSON Project

The following stories were written by members of the Minority Writers Club, a subgroup of the Racial Issues Group, at Wausau East High School. This group consists of Southeast Asian students who are concerned about their image as teens in the Wausau area. The articles were published in a local Wausau paper as a result of a collaborative project between the Wausau Daily Herald, the Department of Public Instruction and the local school district. Several other articles of equal quality were submitted and we wish to thank the authors for their submissions. Space prevented printing all of the articles.

Hmong Gave up Families to Come to America

Submitted by la Xiong

Have you ever thought how Hmong Americans got here? Have you thought how they crossed the Mekong River, risking their lives so that their children would have more than what they had?

Some Hmong parents do not wish to think of the past. It brings so many upsetting memories. Some lost their children along the way. Some had to leave their kids by the roads because the children would cry and the soldiers would come. It's not something you would like to remember.

Now many of us eat pleasant meals and take it for granted that we live in the first world instead of the third. Our parents ate only rice and some salt for their meals. Some days there was no food at all.

Many nights they would lie in bed with their stomachs growling, but nothing could be done. It was like every other day. Rice and salt. They ate meat only once a year when New Year's day came around. Still, they lay hungry many times a year.

Arriving at camp was a relief to many people who made it across the Mekong River. But the old and young who were left behind, drowned, killed or dead of disease, never got to see the camp or had the chance to go into a new and better world. They were the weak, and in that country only the strong survive. The weak are pitied, but nothing can be done. You do what you must. If that means leaving a child behind because it is weak, you do, so the whole family is not killed because of a child.

How often have you thought about this? Parents don't want to remember. The memory is so painful that when some got to camp, they didn't want to live and drifted off until no one could help them. They became crazy. Some committed suicide, some barely made it. We pitied them, but nothing could be done.

Can you imagine living every day thinking that if you had not given up on your child, just maybe he or she would have had a chance to see America--a dream of many Hmong who looked for a better life? That just maybe you were responsible for your own child's death.

It wasn't safe to be in Laos anymore. Many people were killed every day, driven into the forest to be attacked by wild animals, with no weapons or food to live on while soldiers hunted them like a wild boar.

Thailand was safe. At least they had camps where families could live without worrying if soldiers would come and attack them any minute.

But then when they were accepted to come to America, some of their family members weren't. They were separated from their spouses, their kids, brothers and sisters. Their parents may not have been well and were left behind so whole families wouldn't miss their chance for a better life.

Half a world apart, can you accept this? Can you bear the thought you may never get to see those faces again for the rest of your life?

It is a tearful sight to have witnessed and experienced. It is not every day that you are torn apart from someone you love. How can you survive without their guidance? They have always been there to give you a hand when you needed it. The Hmong have always depended on family, but what about now?

I can't imagine anyone would want to go through this sacrifice. Will the Hmong ever forget their past? Will we ever forget?

Are Students Hmong or are we American?

Submitted by Yer Thao

We, who were in Thailand but who have lived practically our whole lives here in the United States, wonder sometimes if we are American.

Just the word American is hard enough to picture. There are so many different meanings, we don't know if we fit in with the rest.

To me, the word could be explained as anyone living in America. In other words, Asians, Blacks, Caucasians, Hispanics, etc. In the dictionary, it is defined as anything relating to the United States of America.

So if that's the case, why do others find it hard to accept us as Americans in school and in this community?

Yes, we eat real American food, such as pizzas and hamburgers. We also wear American clothing and speak English as well as all our classmates. In fact, most of the things we do pertain to the American ways.

But if I was walking down a street, one could not help but say, "look at that Hmong girl."

It's hard to consider me an American by judging my skin color, race and culture, because I think in this society, we all picture Americans as white. It's locked into our minds. I have to admit, even I think like that and I believe lots of other people do, too.

On the other hand, I also eat rice and noodles, wear traditional clothing and speak Hmong as well. I can't help but take in two totally different cultures and mix it into one world.

So would I say I'm totally Hmong? Yes, right now. But I think that word won't be around for very long. Truly, it'll disappear like the rest of the culture when the older generations are all gone.

We're all blending into one culture and one society, no matter what race we are, and that is the American way. The younger generation, like me, tends to forget traditions, values and roots. Growing up in this country, we lose so much from our own culture because all we know about it is what we hear. But we are living in the American society and experiencing it and that counts more to us.

The older generation wants us to stay within our traditions, but we know we can't because we are limited in this country. Every day is a new learning experience for us.

We are, or will be, American citizens. There is only one road, and it leads to citizenship.

If we go by the dictionary, we are Americans because we contribute to the United States. It might take years for some people to realize it, but eventually it will be seen that way.

I think even if I were an American citizen, I would still say I'm a Hmong-American. I am and always will be Hmong, but living in an American society. It's easy to say we are Americans, but it's hard to accept.

Hmongs Work but Stereotypes Really Hurt

Submitted by Chao Lee and Bila Vang

Many of "us Hmongs" would gladly get on a plane and go back to Laos. We aren't here to get handouts, but we can't return because of persecution. Many people think all Hmongs have big families and are on welfare. They say we are lazy and incompetent. That's not true. Many Hmong adults do have jobs, but some aren't qualified.

Why don't they go to school? How do you go to school if you don't know English? And how do you learn English when you're 40 or older? It's hard, trust me. Have you ever been in this situation--leaving your country, the only home you've ever lived in, coming to a strange land, not knowing what they are saying to you or about you?

We are trying to adapt to a whole new culture while keeping ours. Like all immigrants, we are adjusting as best we can, but discrimination and stereotyping don't help.

Take the stereotype of the unemployed Hmong welfare family as an example. Many Hmongs are working and trying to get off welfare. My family hasn't been on welfare since 1988. My dad works and gets paid $10 an hour. My mom also works, wanting the best for us, just like everyone else. My family also pays taxes, just like yours. Most older Hmongs would like to work to better their family, but who would hire them? Most jobs require English. If you say there are thousands of jobs out there, why don't you help us find them instead of complaining.

If we work together, encourage each other and understand one another, we can make life in Wausau better for all people. That is our goal.

Home Duties Keep Asian Student Out of Sports

Submitted by Mai Xiong

Sports have always been fun. I like sports a lot, but my mom's opinion has kept me from joining much. One of the reasons is that I'm a girl brought up to help around the house. When I participate in after-school activities I cannot be home to help out. I understand my family needs me, but what about my interests? I joined volleyball last season and I really liked it. I started basketball soon after. I quit after two week. My mom thought it was not necessary to join such a thing, and how could it help my education? I was willing to give it my best effort, but if my mom wasn't happy, then I would just have to quit.

Because I'm a Hmong girl, my mom has expectations of me. She would love for me to continue my education after high school, but she also wants me to help out with my family. When you are the oldest daughter in a family of 10 children, you are expected to do more. It has its advantages and disadvantages, too. My mom wants me to succeed but it's very hard to do two things at once. From my mom's point of view, education is important and joining sports is not included. She wants me to go to school and to come straight home. Then, if there is nothing much to do, I can do my activities. When I'm in after-school activities it takes up time my mom really needs me at home. That's when my brothers and sisters come home from school. My mom's expectations aren't hard to meet, but they

get in the way of my goals.

One reason minority students aren't in after school activities is they don't have the choice. Every student should at least have the opportunity. According to the Hmong, boys have more options than girls. I have seen so few Hmong who actually participate. The Hmong culture has limited every person to certain things and I think sports is one.

Asian parents have a hard time accepting certain activities because they do not know how important they are to their children. They also don't understand that sports can help their children's education. I've seen good athletes receive many scholarships. Doesn't this help one's future education. Participation in anything, including sports, should be up to individuals. It takes courage to involve yourself and effort to accomplish goals. Your parents' opinion does count, but the final choice is yours.

WWW Hmong Homepage

Contains a collection of resources relating to Hmong history, culture, language and current events. Includes publications and resources for researchers and educators, maps and photos, and links to related web sites.

http://wwa.stolaf.edu/people/cdr/hmong/

Please feel free to duplicate and share with students and staff.

Appendix E

1996-97 Equity Web Sites and Listservs

INTERNET WEBSITES AND LISTSERVS
OF INTEREST TO THE
WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
Updated and Revised September, 1996, L. Riley

Equity Websites

General

Critical Issues: Ensuring Equity and Excellence in Mathematics
http:www.ncrel.org/sdrs/areas/issues/cntareas/math/ma100.html

Critical Issues: Ensuring Equity and Excellence in Science
http:www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc200.html

Gender Equity Websites

Education: K-12: Educational Gender Equity
http://www.yahoo.com/Education/K-12/Educational_Gender_Equity

Gender Equity in Sports
http://www.arcade.uiowa.edu/proj/ge

Expect the Best from a Girl: That's what you'll get
http://www.academic.org/

Take Our Daughters to Work Day
http://www.yahoo.com/society_and_Culture/children/Events

National Women's History Project
http://www.nwhp.org

Equity Online
http://www.edc.org/CEEC/WEEA

American Association of University Women
http://www.aauw.org/

National Organization of Women (NOW)
http://now.org/now/home.html

Feminist Majority Foundation Online
http:www.feminist.org/

Yahoo Women's Studies
Extensive collection of Internet sites discussing women's issues.
http://www.yahoo.com/social_science/women_s_studies

Women Leaders Online
http://wlo.org

Irene Stuber's Home Page
Recent episodes of WOAH & Catts-Claws Newsletters.
http://www.cswnet.com/~iwo/istuber.html

Women Artists Archive
Women artists archive featuring over 1,000 women artists from the middle ages through the present day.
http://www.sonoma.edu/Library/Special/WAA

Catt's Claws - Feminist Newsletter
http://www.imageworld.com/istuber.html

Women of Achievement Newsletter
Contains over 5000 biographies of women.
http://worcester.lm.com/women/is/achievement.html

Multicultural/Diversity/Prejudice Reduction Websites

National Association of Multicultural Education (NAME)
http://www.coe.uga.edu/name/

Diversity--Resources for K-12 Teachers
Extensive list of resources with links to 142 sites concerned with diversity.
http://execpc.com/~dboals/diversit.html

Anti-Defamation League
This site is designed to counter hate-group materials being dispersed on the global computer network.
http://www.adl.org

Beyond Prejudice
Home page of Beyond Prejudice contains a description of an extensive and growing group of video and printed training materials for use in reducing prejudicial behavior along with links to other web pages of interest to those involved in this process. The site also contains some sample materials for use in prejudice reduction and an alert for trainers about the dynamics of backlash.
http://eburg.com/beyond.prejudice

American Studies Web - Race and Ethnicity
Multiple links to African American, Asian American, Native American, and Latino Studies as well as other race and ethnic resources.
http://pantheon.CIS.Yale.edu/~davidp/race.html

Multicultural Alliance Website
Home page of group advocating for diversity in schools, helping elementary, secondary and postsecondary institutions realize the need to work together to ensure the best education for all children.
http://branson.org/mca/

Society and Culture: Minorities
Contains Internet resources on African Americans, Asian Americans, Chicanos/Latino Americans, Native Americans, and minority public interest groups.
http://www.yahoo.com/society_and_culture/minorities

American Indian

Native American Indian - Culture, Education, Art, Science, History: Native Sources
Contains Native American Internet resources including Indian Schools and projects on the Internet.
http://www.fdl.cc.mn.us/~isk

Oneida Indian Nation Home Page
http://one-web.org/oneida

NativeNet
Hosts six mailing lists as a forum for exchanging information and ideas about the lives and cultures of indigenous peoples.
http://www.fdl.cc.mn.us

Native Web
http://www.maxwell.syr.edu/nativeweb

Native Tech
Dedicated to removing the term "primative" from Native American technology and art.
http://www.lib.uconn.edu/ArchNet/Topical/Ethno/NativeTech/NativeTech.html

African American

African Studies WWW
http://www.SAS.upenn.edu/African_Studies/AS.html

African American Culture and History
http://www.unix-ag.uni-kl.de/~moritz/afro

Society and Culture: Cultures: African American: Indices
http://www.yahoo.com/text/Society_and_culture/cultures/african-American/Indices

Hmong

WWW Hmong Homepage
Contains a collection of resources relating to Hmong history, culture, language, and current events.
http://www.stolaf.edu/people/cdr/hmong

Hispanic American

CHICANO! The History of the Mexican American Civil Rights Movement
Includes teachers' guide and supplementary materials, K-12 literature bibliography
http://www.pbs.org/chicano

Chicano/Latino American Resources on the Internet
http://www.yahoo.com/society_and_culture/cultures/Chicano_LatinoAmerican

Sexual Orientation Websites

Society and Culture: Lesbians, Gays, and Bisexuals
Extensive collection of Internet sites discussing gay, lesbian and bisexual issues.
http://www.yahoo.com/society_and_culture/gay_lesbian_and_bisexual_resources

!Outproud! The National Coalition for Gay, Lesbian, & Bi-sexual Youth
Contains resources, including referrals, books, news articles, brochures, links, and school resources, available for youth and educators discussing gay, lesbian and bi-sexual issues.
http://www.cyberspaces.com/outproud/

Queer Resources Directory
Contains resources available on the Internet on gay and lesbian issues.
http://www.qrd.org/QRD

Equity Resources

Fanlight News
Resources, and links to other sites providing information and resources on equity issues.
http://www.fanlight.com

CorVision
http://www.corvision.com

Grant Seeking

ED Grants
What Should I Know About ED Grants?
http://www.ed.gov/pubs/KnowAbtGrants/

FEDIX Opportunity Alert
A free email service that delivers items about research and education funding opportunities within a user's areas of interest. A forms based questionaire is provided.
http://nscp.fie.com/wincgi/fed/all/any/any/foa/any/keywords.exe/Menu

The Foundation Center
Contains a long list of publications, such as *The Foundation Directory*, and offers highlights on funding trends and gives access to *Philanthropy News Digest.* Also features a "Proposal Writing Short Course".
http://fdncenter.org

Independent Sector
Gives useful statistics on giving, volunteering and nonprofits.
http://www.indepsec.org

Council on Foundations
Is primarily for grantmakers, but has a few items of interest to grantseekers.
Http://www.cof.org

General Educational Resource Sites

Wisconsin Department of Public Instruction Home Page
http://www.state.wi.us/agencies/dpi

North Central Regional Educational Laboratory
http://www.ncrel.org

Directory of Internet Resources for Social Studies Education
http://www.indiana.edu/~ssdc/internet.html

School-to-Work/Vocational Equity Sites

Integrated and Applied Curriculum
http://www.sit.uwstout.edu/cntr/cvtae/iac.html

Center for Education and Work
Home page of the Center on Education and Work, Madison, WI, addressing issues affecting the connection among education, work, community and family.
http://www.cew.wisc.edu/center.html

School-to-Work Internet Gateway
http://www.stw.ed.gov

Miscellaneous

Child Safety on the Information Highway
http://www.larrysworld.com/child_safety.html

Are Kids at Risk on the Internet?
http://www.worldscan.com/kids.html

Safe Surf
http://www.safesurf.com/index.html

Visit the White House
http://www.whitehouse.gov

House of Representatives
http://www.house.gov

Senate
http://www.senate.gov

Family Surfboard.
This web for parents and children is on the Family Education Network and provides a family-oriented collection of original columns, software reviews and Web tours, as well as a unique collection of interactive, safe education-based games for children.
http://www.familysurf.com

LISTSERVS

EDInfo- US Department of Education

Free information service with messages on grants and a wide variety of education topics.

to subscribe, send message to:
listproc@inet.ed.gov

do not use subject line
send the following message in the body:
subscribe EDInfo your first name your last name

NAME is the National Association for Multicultural Education discussion list

to subscribe, send message to:
LISTSERV@UMDD.UMD.EDU

do not use subject line
send the following message in the body:
*SUBSCRIBE MULTC-ED your full name

EDEQUITY (Educational Equity Discussion List) is an international electronic discussion forum on issues of educational equity in a multicultural context in schools, colleges and other education sites.

to subscribe, send message to:
MARJORDOM@CONFER.EDC.ORG
do not use subject line
Text: subscribe edequity your full name

GENED is a Gender and Education discussion list

to subscribe, send message to:
MAJORDOMO@ACPUB.DUKE.EDU
containing the text:
SUBSCRIBE GENED your full name

CATT'S CLAWS is a feminist newsletter

to subscribe, send a message to:
listserv@netcom.com
Subject: leave blank
Text: subscribe catts-claws

RA-EQUITY - Different than ed-equity in that it is less conversational and more resource oriented.

to subscribe, send message to:
hub-mail--services@hub.terc.edu
do not use subject line
Text subscribe ra-equity

ABIGAILS-L -A feminist activist discussion list

to subscribe, send a message to:
listserv@netcom.com
Subject: (leave blank)
Text: subscribe abigails-l

WOAH -Women of Achievement and Herstory - A daily posting celebrating women

to subscribe, send a message to:
listserv@netcom.com
Subject: (leave blank)
Text: subscribe woah-herstory

Feminist Alert - A feminist alert network

to subscribe, send a message to:
majordoma@feminist.org
Subject: (leave blank)
Text: subscribe fem-alert

CLGSC-L is the Coalition of Lesbian/Gay Students discussion list

to subscribe, send message to:
LISTSERV@RICEUM1.BITNET
containing the text:
SUBSCRIBE CLGSC-L your full name

IND-NET is a Native American discussion list

to subscribe, send message to:
LISTSERV@WSUVM1.CSC.WSU.EDU
containing the text:
SUBSCRIBE IND-NET your full name

MINN-IND is a Minnesota-based discussion list for upper midwest and northern plains Indian affairs and concerns

to subscribe, send message to:
LISTSERV@VM1.SPCS.UMN.EDU
containing the text:
SUBSCRIBE MINN-IND your full name

NAT-EDU is a Native American educational issues discussion list

to subscribe, send message to:
LISTSERV@INDYCMS.IUPUI.EDU
containing the text:
SUBSCRIBE NAT-EDU your full name

NIRI is the National Indian Policy Research Institute Electronic Clearinghouse

to subscribe, send message to:
LISTSERV@GWUVM.GWU.EDU
containing the text:
SUBSCRIBE NIRI your full name

SEASIA-L is a Southeast Asia discussion list

to subscribe, send message to:
LISTSERV@MSU.EDU
containing the text:
SUBSCRIBE SEASIA-L your full name

Please notify Linda Riley at 715.232.1885, email: rileyl@uwstout.edu with comments or concerns about any sites listed above.

Also, we would appreciate knowing of other sites of interest to teachers and students. Please tell us about your favorite ones so that we can share. Thank You!

First issued 11/8/95 (G. Hanson - WI DPI)
Additions/Corrections 3/8/96 (L. Riley, UW-Stout)
Additions/Corrections 9/1/96 (L. Riley, UW-Stout)

Appendix F

1989-96 Composite Report Summary

Wisconsin Model for Sex Equity in Career and Vocational Education

Composite Report
Wisconsin Equity Surveys

1989-1996

June, 1997

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Wisconsin Model for Sex Equity in Career and Vocational Education

Composite Report
Wisconsin Equity Surveys

1989-1996

Compiled by:

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June, 1997

This project was funded under a grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, through the Carl D. Perkins Vocational and Applied Technology Act of 1990.

The University of Wisconsin-Stout does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

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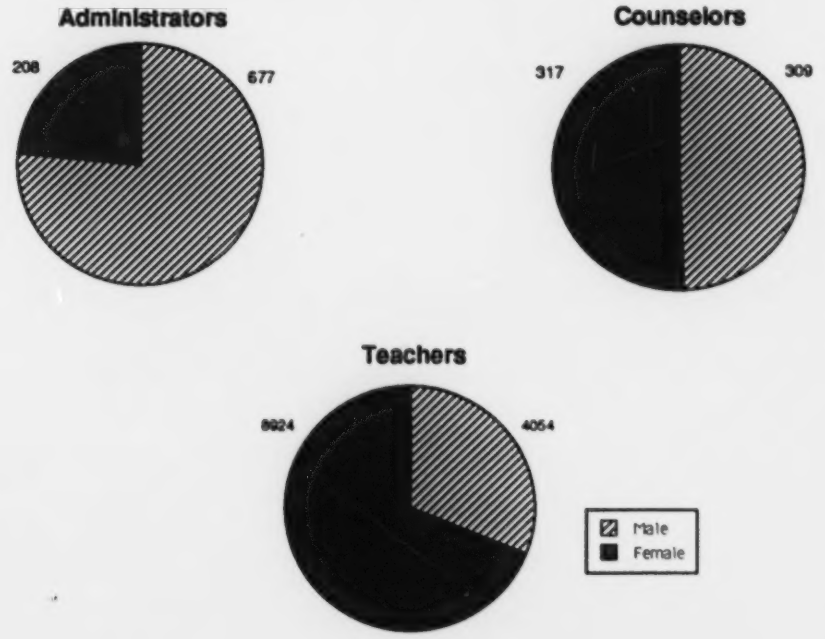
INTRODUCTION

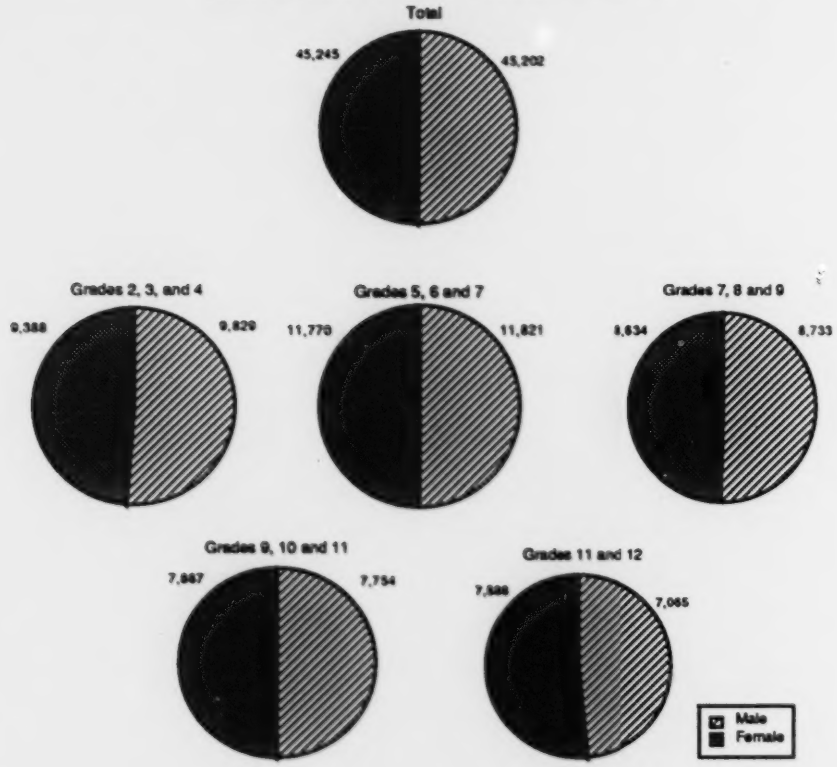
The Wisconsin Model for Sex Equity in Career and Vocational Education, (1990) presents a comprehensive plan to school district administrators and staff for planning and implementing sex equity programs at the local level to assure fairness and opportunity for all students in Wisconsin schools. The model is divided into five phases: (1) Building Commitment and Direction, (2) Assessment, (3) Planning, (4) Implementation, and (5) Evaluation.

This report summarizes the data collected in the State of Wisconsin from 1989-1996 from 299 schools working and using the assessment instruments included in the Model. It describes the responses of 885 administrators, 626 counselors, 13,335 teachers, and 90,447 students as shown below.

Survey Participants - Staff



Survey Participants - Students



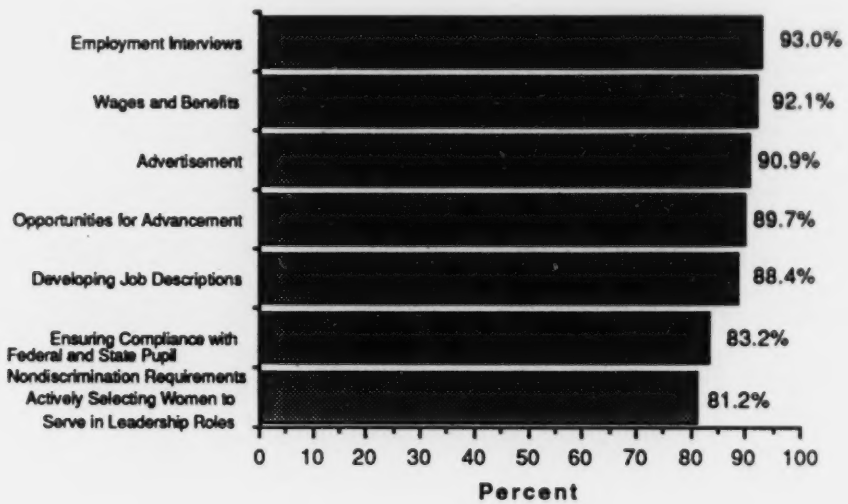
The purpose of the report is to give an overview of the status of equity in Wisconsin as well as to serve as a basis for local districts wishing to compare their findings with the statewide composite results. However, please be aware that in many cases, individual district results varied substantially from statewide composite results. Be cautious in assuming statewide results would accurately reflect the status of equity in any individual district.

ADMINISTRATOR SURVEY RESPONSES

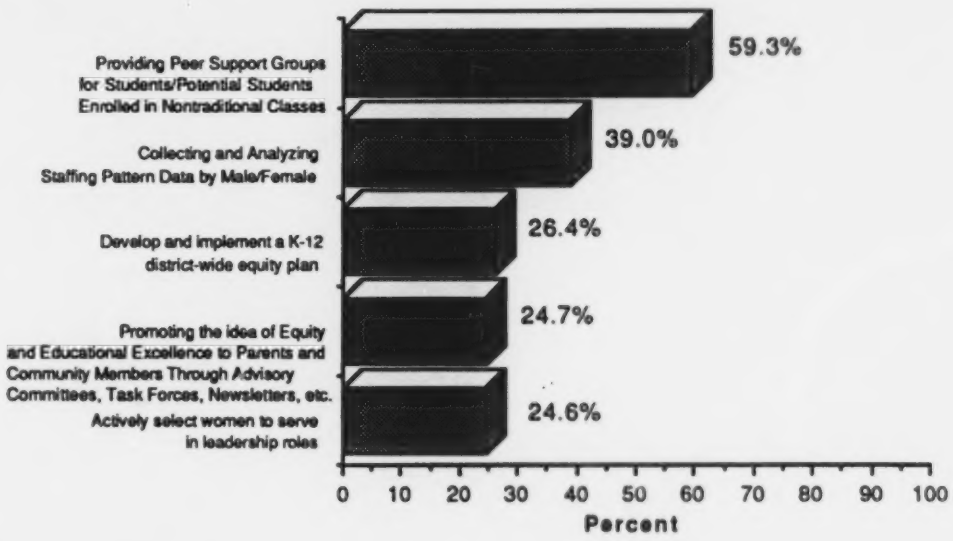
The administrator survey was developed to be used by superintendents, principals, and others involved in the management of the school. It includes questions regarding policy development, leadership for staff, inservice, enrollments, monitoring enrollments, scheduling, and community awareness, and helps examine how equity in education looks from an administrator's perspective. All of the areas assessed identify actions that administrators can take to work toward building an equitable school climate.

Male administrators perceived their district was doing more on every item statement than female administrators.

As a Total Group, Administrators Report Doing the MOST in:

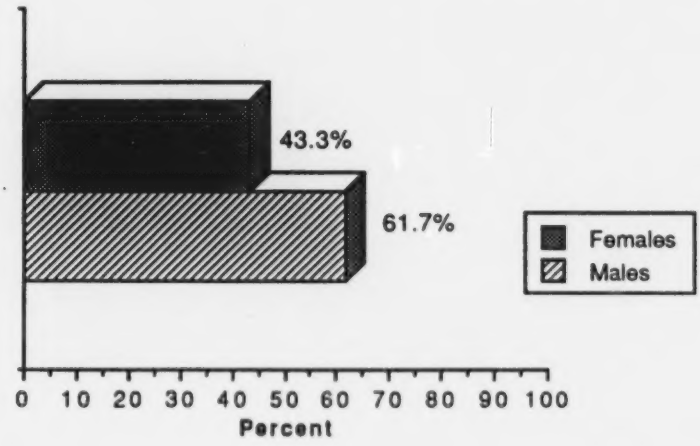


As a Total Group, Administrators Report Doing the LEAST in:

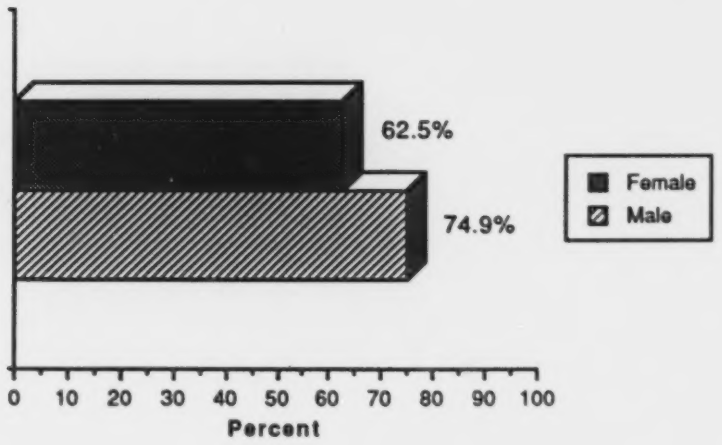

Providing Peer Support Groups for Students/Potential Students Enrolled in Nontraditional Classes
59.3%
Collecting and Analyzing Staffing Pattern Data by Male/Female
39.0%
Develop and implement a K-12 district-wide equity plan
26.4%
Promoting the idea of Equity and Educational Excellence to Parents and Community Members Through Advisory Committees, Task Forces, Newsletters, etc.
24.7%
Actively select women to serve in leadership roles
24.6%
0 10 20 30 40 50 60 70 80 90 100
Percent

However, fairly substantial differences between male and female responses occurred in at least four item statements as described in the following graphs.

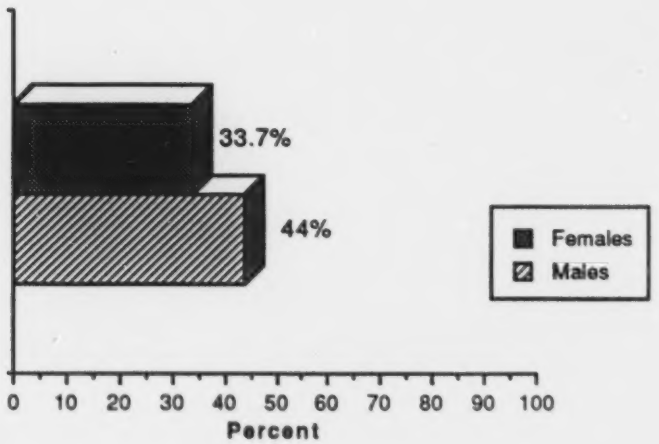
AGREED with Statement: Design the Master Class Schedule to Encourage Sex Fair Enrollment Patterns."



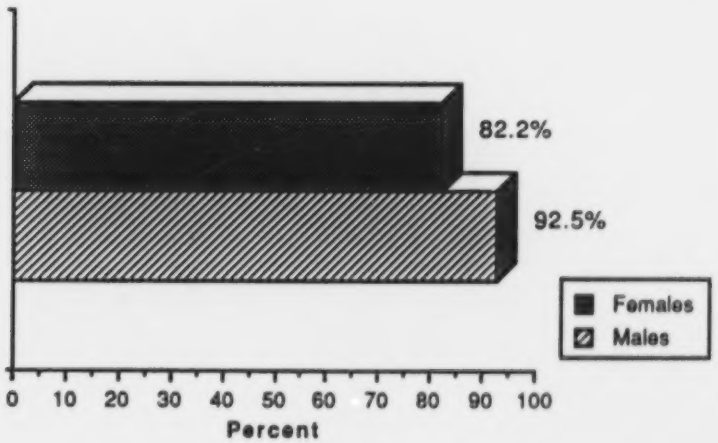
AGREED with Statement: Active Encouragement and Support by Counselors for Students Interested in Nontraditional Careers



AGREED with Statement: "Promote the Idea of Equity and Educational Excellence to Parents and Community Members Through Advisory Committees, Task Forces, Newsletters, Etc."



AGREED with Statement: "Ensure Equal Employment Opportunity is Practiced in Opportunties for Advancement."



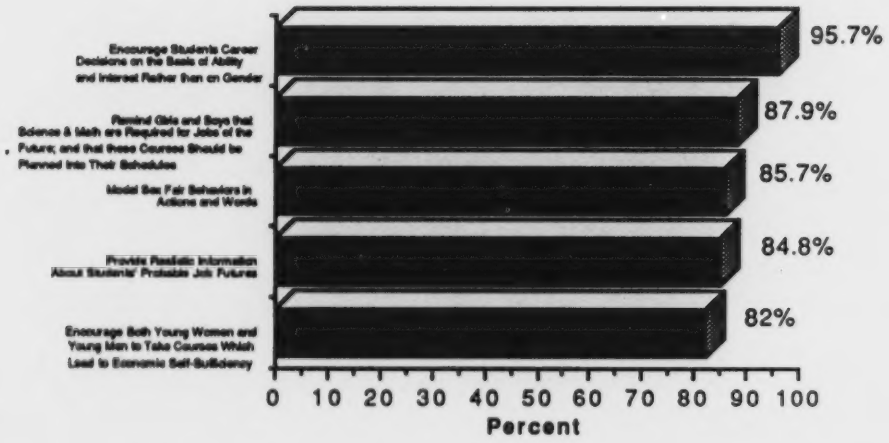
COUNSELOR SURVEY RESPONSES

Counselor survey item statements were developed to assist guidance counselors in identifying equity issues and planning for equity in counseling programs. Sex equity is an important developmental guidance issue. This survey looks at career exploration, enrollment patterns, recruitment and retention of students, counseling materials, tests and resources, and the role of the counselor as an equity advocate.

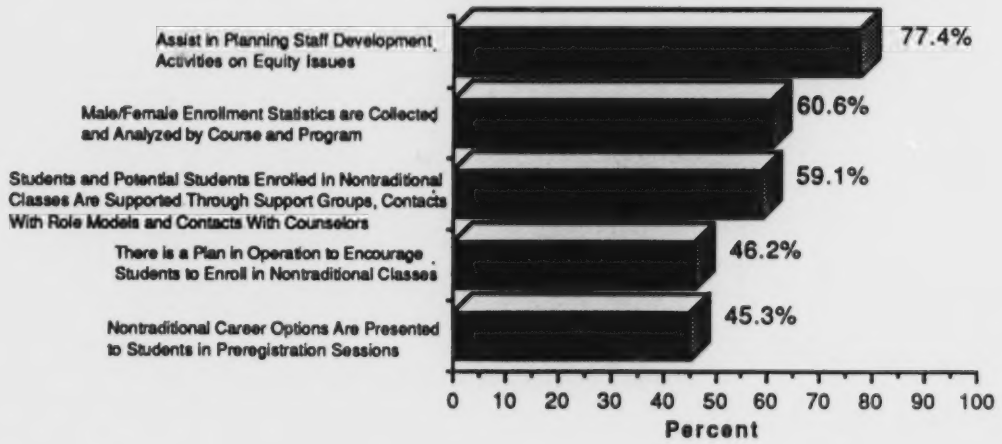
Generally, responses by male and female guidance counselors were similar. However, male counselors reported they were doing more in the following areas: (1) Discussing job salaries as they relate to career interest, (2) publicizing current information about work force trends, (3) providing nontraditional career options at pre-registration session with students, and (4) collecting and analyzing course and program enrollment patterns. Females, more often than males, reported they modeled sex fair behavior in actions and words, and conveyed to others the importance of equality and the appropriateness of a wide range of roles and interests for both sexes. Seventy-eight percent of counselors reported developmental guidance was being implemented in their districts.

The following charts describe what counselors reported had been done most often and least often in their districts.

Items Guidance Counselors Most Often Reported: "HAS BEEN DONE"


Encourage Students Career Decisions on the Basis of Ability and Interest Rather than on Gender
Remind Girls and Boys that Science & Math are Required for Jobs of the Future, and that these Courses Should be Planned Into Their Schedules
Model Sex Fair Behaviors in Actions and Words
Provide Realistic Information About Students' Probable Job Futures
Encourage Both Young Women and Young Men to Take Courses Which Lead to Economic Self-Sufficiency
95.7%
87.9%
85.7%
84.8%
82%
0 10 20 30 40 50 60 70 80 90 100
Percent

Items Guidance Counselors Reported: "NOT DONE" or "IN PLANNING STAGE"


Assist in Planning Staff Development Activities on Equity Issues
Male/Female Enrollment Statistics are Collected and Analyzed by Course and Program
Students and Potential Students Enrolled in Nontraditional Classes Are Supported Through Support Groups, Contacts With Role Models and Contacts With Counselors
There is a Plan in Operation to Encourage Students to Enroll in Nontraditional Classes
Nontraditional Career Options Are Presented to Students in Preregistration Sessions
77.4%
60.6%
59.1%
46.2%
45.3%
0 10 20 30 40 50 60 70 80 90 100
Percent

Only 52% of counselors reported that they pointed out that there are substantial wage differences by job area. Additionally, only 62.8% reported that they publicized current information about work force trends to point out the importance of exploring many career options.

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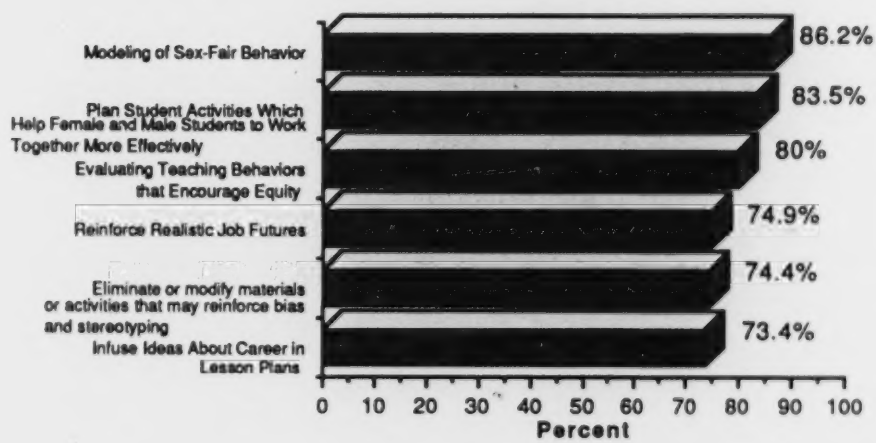
TEACHING STAFF SURVEY RESULTS

When planning for equity in the classroom, teachers must address many areas including the physical environment, the curriculum, language usage, behavior management and teacher/student interactions and attention. The teaching staff surveys were designed to help teachers assess some of these areas and included actions a teacher could take to assure fairness and opportunity in the classroom.

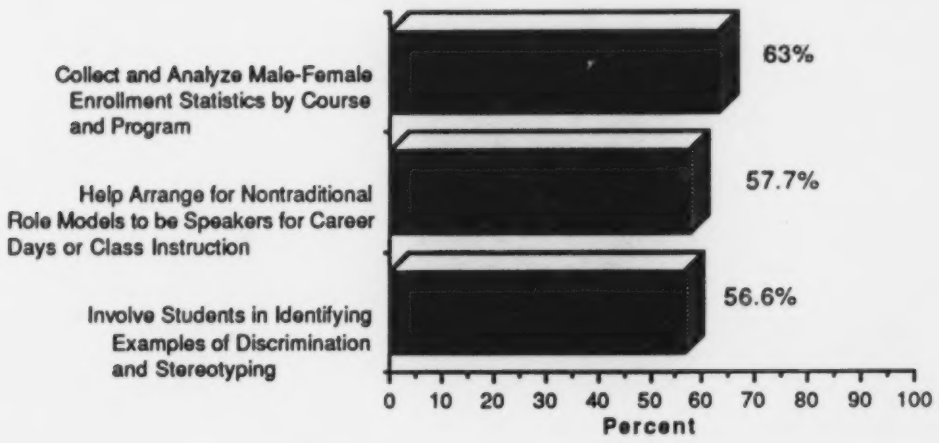
Thirteen thousand three hundred and ninety-five teachers participated in the study between 1989 and 1996. This included 4,471 males and 8,924 females of which 40 percent were elementary teachers (K-6), 20 percent were junior high teachers (7-8), 32 percent were senior high teachers (9-12), and the remaining identified themselves as specialists. The majority of teachers identified themselves as general education teachers.

The following charts indicate what areas staff perceive have or have not been done in their districts.

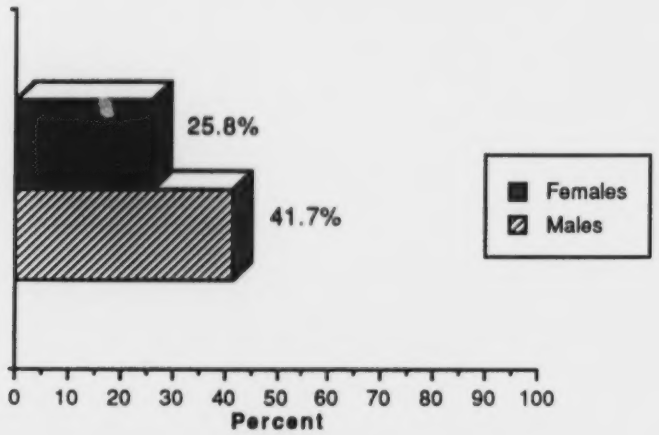
Items Staff Most Often Reported: "HAS BEEN DONE"


Modeling of Sex-Fair Behavior
86.2%
Plan Student Activities Which Help Female and Male Students to Work Together More Effectively
83.5%
Evaluating Teaching Behaviors that Encourage Equity
80%
Reinforce Realistic Job Futures
74.9%
Eliminate or modify materials or activities that may reinforce bias and stereotyping
74.4%
Infuse Ideas About Career in Lesson Plans
73.4%
0 10 20 30 40 50 60 70 80 90 100
Percent

Items Staff Most Often Reported: "HAS NOT BEEN DONE"

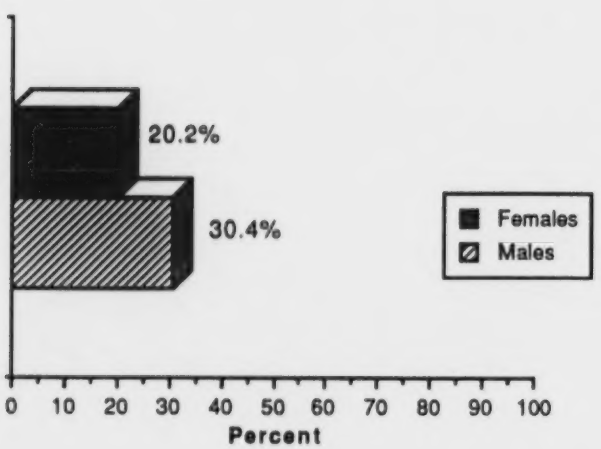

Collect and Analyze Male-Female Enrollment Statistics by Course and Program
63%
Help Arrange for Nontraditional Role Models to be Speakers for Career Days or Class Instruction
57.7%
Involve Students in Identifying Examples of Discrimination and Stereotyping
56.6%
0 10 20 30 40 50 60 70 80 90 100
Percent

Teachers AGREED that they: "Design Course Information Materials, such as Brochures, Course Descriptions and Handouts, to Encourage Both Females and Males to Enroll"

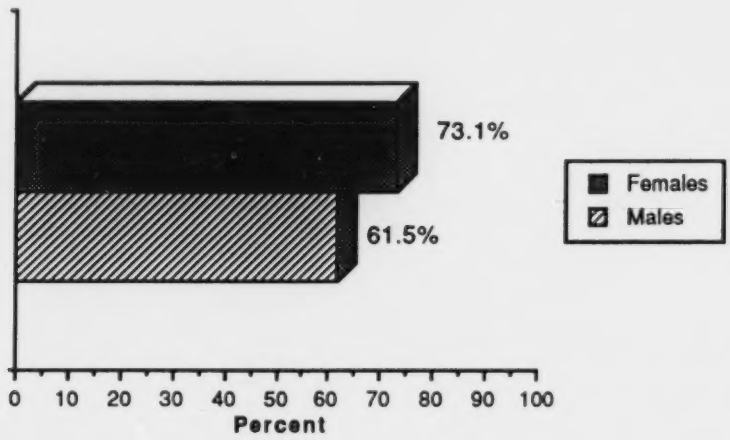


Male and female responses were similar on almost all questions with the exceptions of statements #3 and 6 as shown below.

Differences in Male/Female Responses Agreement with the Statement #3: "Collect and Analyze Enrollment Statistics by Course and Program to Determine Male/Female Enrollment Patterns



Agreement with Statement #6: "Use Materials that Show the Changing Roles of Men and Women, Both in the Workplace and in the Family"



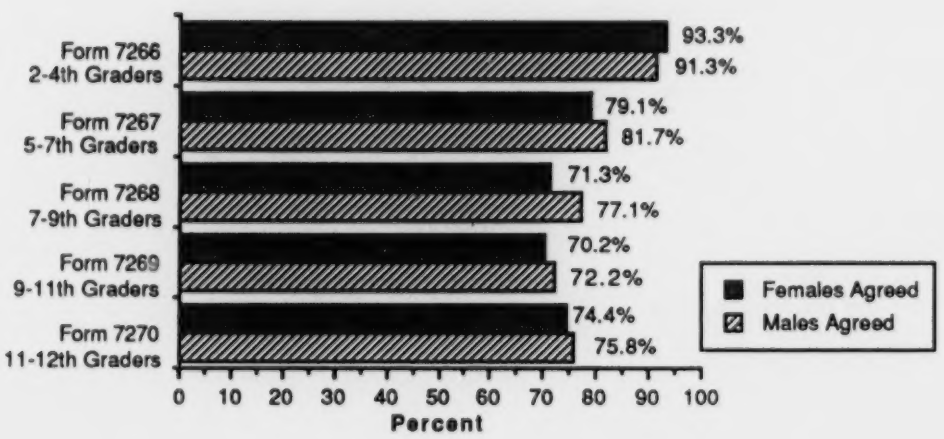
STUDENT SURVEY RESPONSES

Student surveys were designed to measure knowledge and skills related to equity. The responses reflect the student's perceptions in four areas--school, work, family and self-awareness.

Several questions in the student surveys were categorized under the heading of self-awareness based on the belief that sex-role stereotyping produces negative outcomes and that self-esteem is directly related to confidence. Neutralizing stereotypes and building self-esteem enables students to maximize educational opportunities, increase career options, and plan and prepare for future family and work roles.

Survey results indicated that although 92 percent of students in second through fourth grade agreed with the statement, "I Feel Good About Myself" by the eleventh/twelfth grade, only 73.1 percent of both boys and girls agreed with the statement. In middle school and early high school girls, less often than boys, agreed with this statement as reflected in the chart below.

"I Feel Good About Myself"



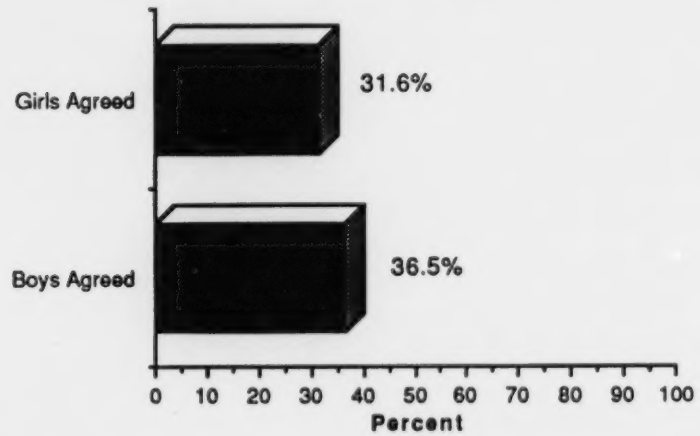
Although a majority of students (girls slightly more often than boys) positively responded to most of the statements designed to measure self-esteem, some questions showed a different pattern of response. Girls generally felt more positive about their ability to "be whatever I want to be," and "try and enjoy new things," while boys more often thought they "were good decision makers" and were "good at many things."

Girls and boys like school, think school is important and feel encouraged to do well by their teachers. Girls feel slightly more encouraged than boys to do well in school, and girls also report that it is more important to them to do well in school. However, boys see themselves as more successful in school.

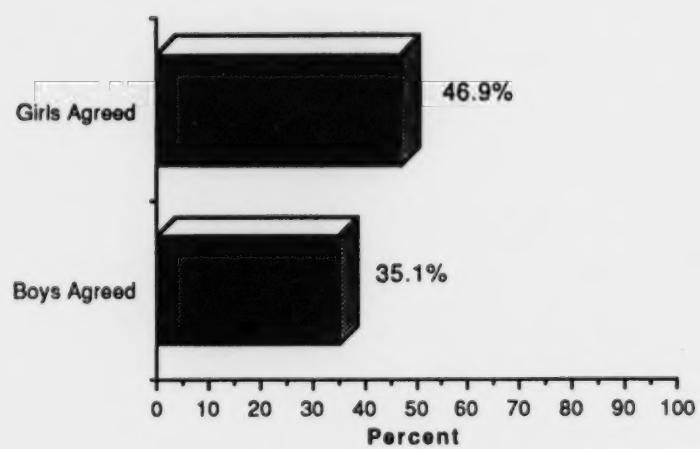
Most boys and girls perceive that the classroom experience is different for boys and girls. Approximately 50 percent of students (girls slightly more often than boys) agreed with the statement, "generally, teachers treat boys and girls the same." More often, about 60 percent of the time, students thought teachers expected the same things/achievement from both boys and girls. Over one-third of students thought there were clearly "boys' classes" and "girls' classes" in their schools with the number increasing as students got older.

Girls and boys disagreed in their responses to a number of questions regarding the ability of both genders to do a variety of work, and the importance of developing leadership skills for both boys and girls. The charts below describe the responses of elementary school children to their perceptions of themselves as leaders, and the responses of middle school students to leadership training.

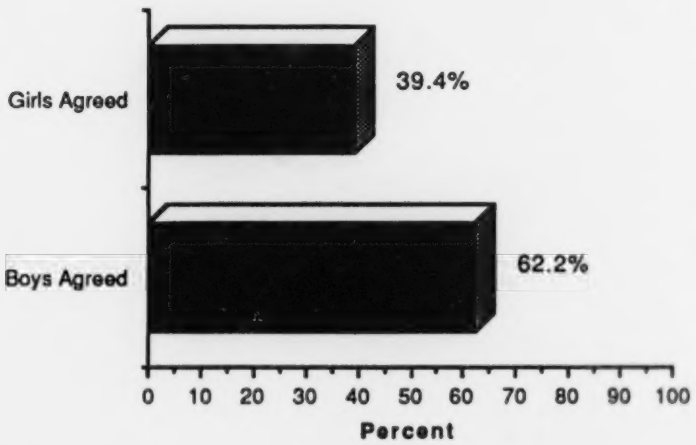
2nd - 4th Graders: "I Feel I am a Leader in My Class."



5th - 7th Graders: "It is Important that Girls Learn to be Leaders."



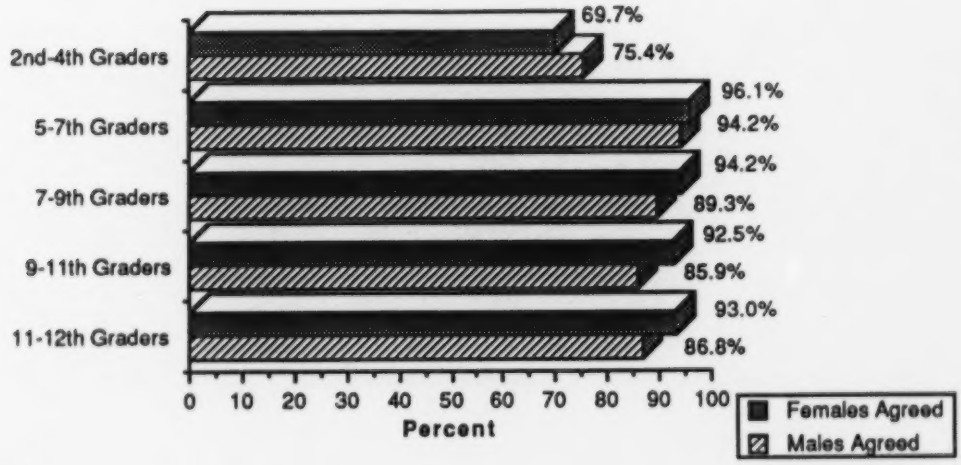
5th - 7th Graders: "It is Important that Boys Learn to be Leaders."



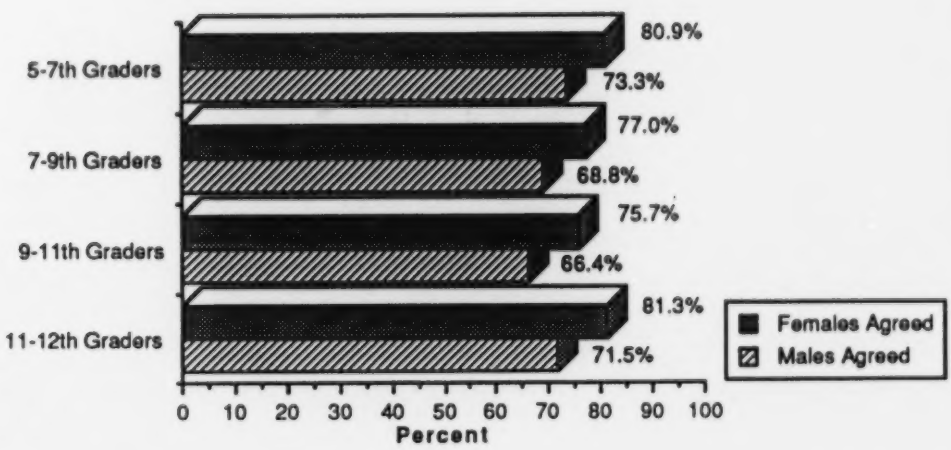
Students at all levels are interested in, and desire knowledge about, the world of work. Generally they feel supported by their parents to think about and plan for careers and work. At the elementary level 73 percent of children reported that their grandmother works, or has worked, at a paying job, and 81 percent believe when they grow up both husband and wife will need to work to pay the bills. In middle school, more girls than boys believe that in most families both parents work at jobs outside the home, and 70 percent of all students agreed with the statement, "In our family, males and females share work at home."

At the middle school and high school level, more girls thought they would have careers, and later both careers and families, as described in the following graphs.

"I Plan to Have a Job/Career"

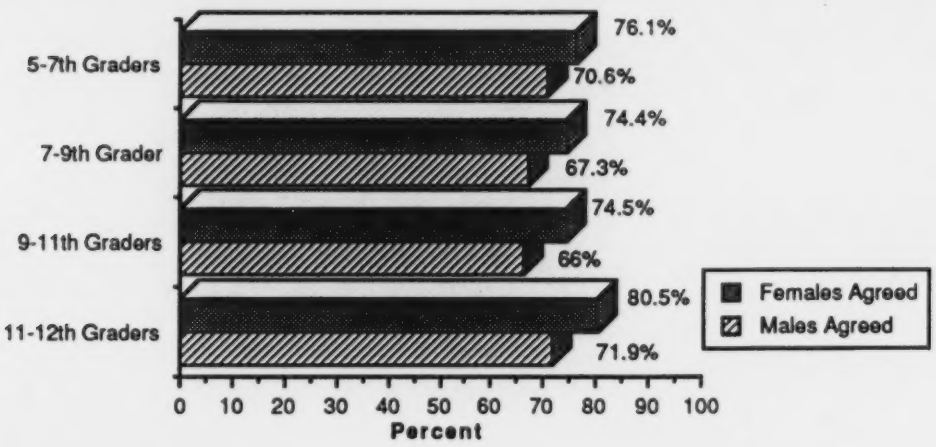


"I Plan to Have a Career and a Family."



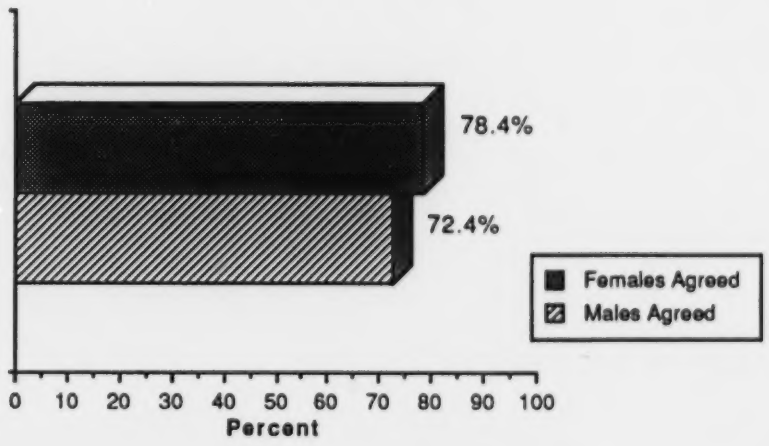
Additionally, girls more often reported that their parents encouraged them to explore different careers and more often believed their parents would support them in whatever career choice they made as described in the chart on the following page.

"My Parents Would Support Me in Whatever Career I Choose."



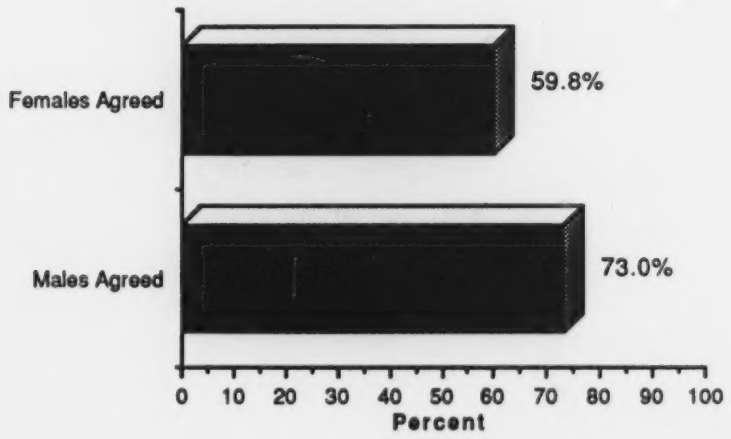
About one-half of middle school students report that they are learning about careers in school and that teachers are helping them think about career choices. Seventy-seven percent of all middle school students believe that the work they do in school is preparing them for jobs in the future. Students are very interested in learning more about careers as indicated below.

Middle School Students: "I Would Like to Find Out More About Possible Careers."



However, more boys than girls believe that the amount of money they make is important in a career choice.

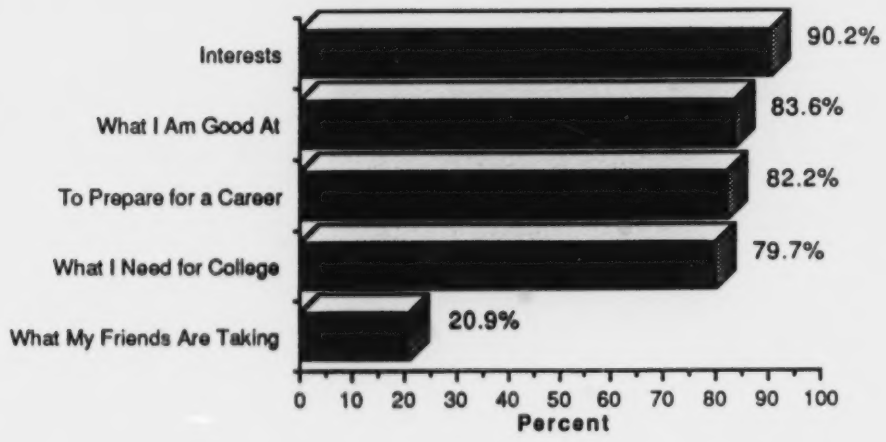
5th - 7th Graders: "The Amount of Money I Will Make Is Important When Thinking About My Career."



Additionally, more boys than girls understand that computers and other technology are changing the kinds of jobs that will be available in the future.

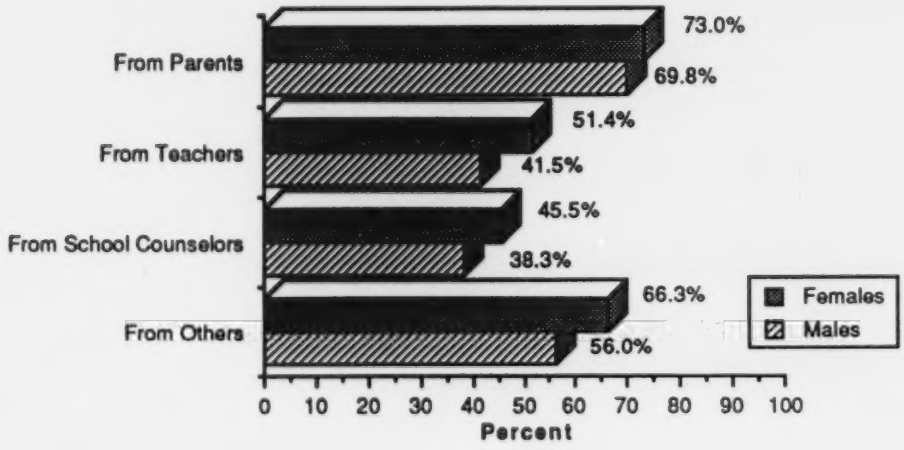
Girls are less often influenced in course selection by their friends and more often choose course work based on what they need for college. However, most students report making course selection based on their interests, what they feel they are good at, and what they will need for college and/or careers.

8th Graders: "Making Plans for High School Classes Based On:"



Currently, middle school students report they would seek help in career planning as follows:

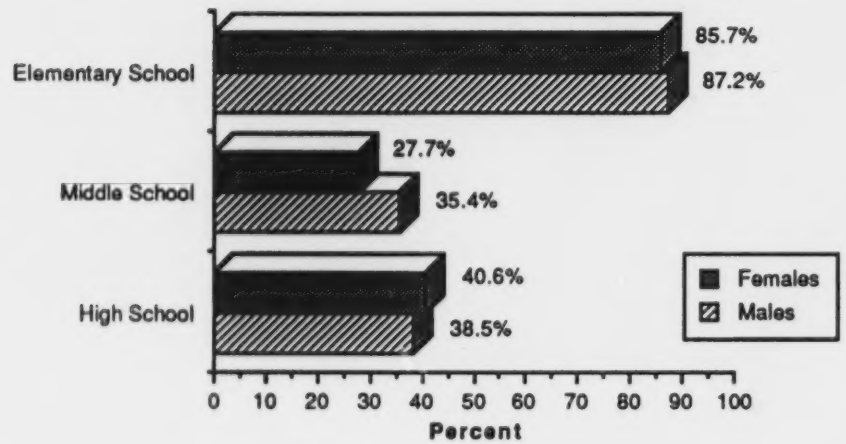
Middle School Students: "Would Seek Help In Career Planning:"



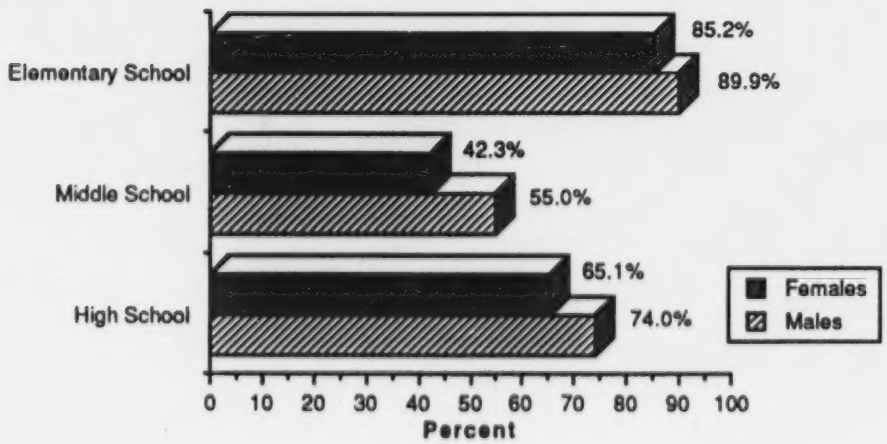
At the high school level, only 27.6% of students reported counselors helped them with making career choices and less than one-half reported that their counselors suggested courses they would need for their career choices.

Although nearly all boys and girls believe they will work most of their lives and are planning for work and careers, survey responses indicate they lack world of work information about why people work, how long people work and what jobs pay as reflected in the following graphs.

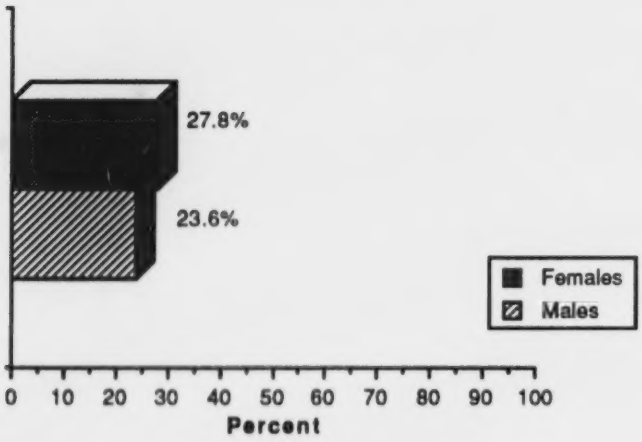
Students AGREED: "Women Work Because They Need the Money/or Out of Economic Need."



Students AGREED: "Men Work Because They Need the Money/or Out of Economic Need."

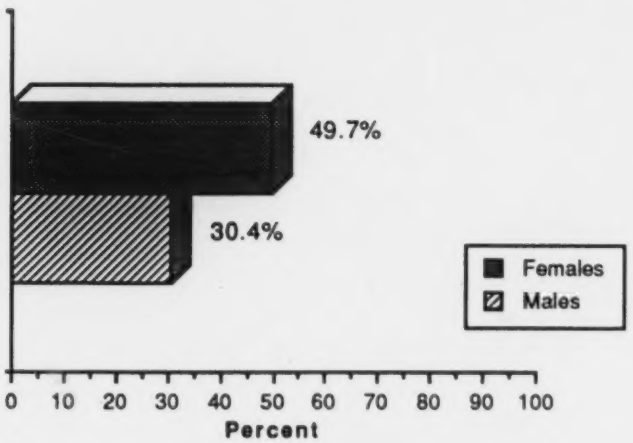


Middle School Students AGREED: "On Average, Women Make 65 Cents For Every Dollar Men Make."

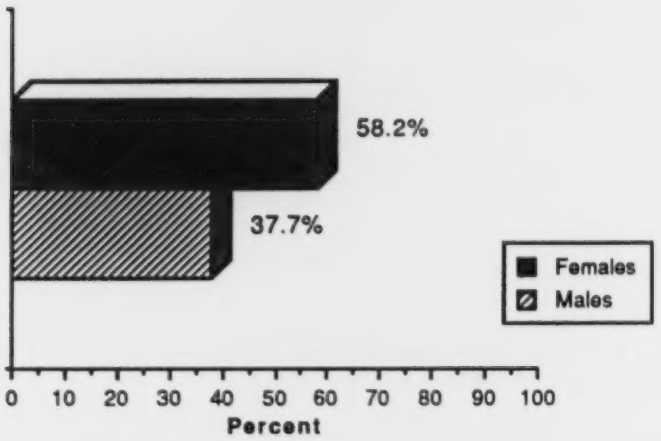


Although many boys and girls were unaware of the length of time women spend in the work force, girls were somewhat more knowledgeable than boys as indicated by the following responses of middle school and high school students respectively.

Middle School Students AGREED: "Ninety Percent of Women Work For Pay Most of Their Lives."

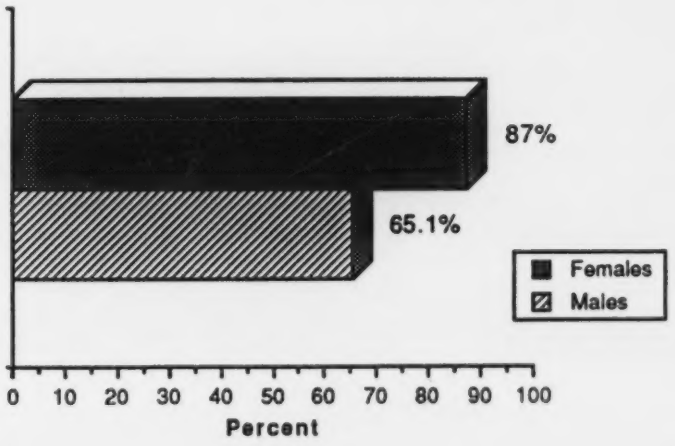


12th Grade Students AGREED: "The Average Women Will Work Outside the Home Between 20-40 Years In Her Lifetime."

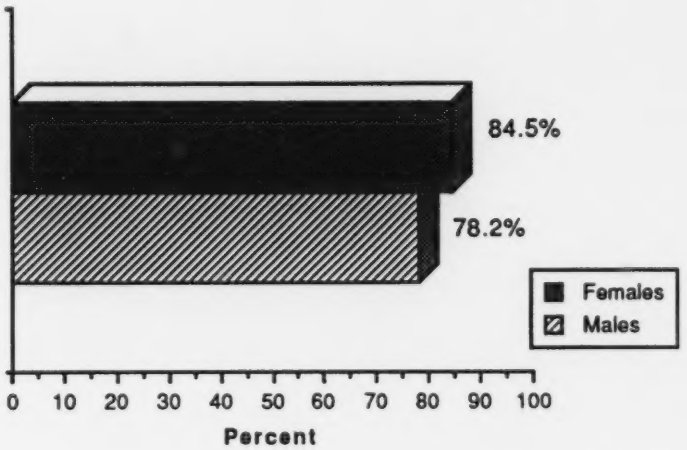


Questions about traditional and nontraditional work and roles indicate that at all grade levels females, more often than males, are more aware of, more accepting of, and more supportive of, nontraditional work choices both for themselves and others. More girls than boys reported knowing someone working in a job nontraditional for their gender, and more females than males believed "women's jobs" and "men's jobs" were a thing of the past. When asked questions regarding salaries and facts about women's participation in the work force, the majority of both boys and girls were unsure of the answers. The following responses describe the differences in attitudes of boys and girls at the elementary, middle school, and high school level.

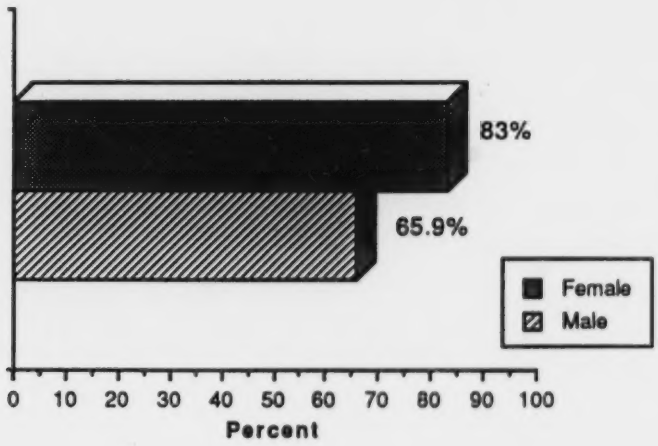
Elementary Students AGREED: "Girls Can Do Any Job Boys Can Do."



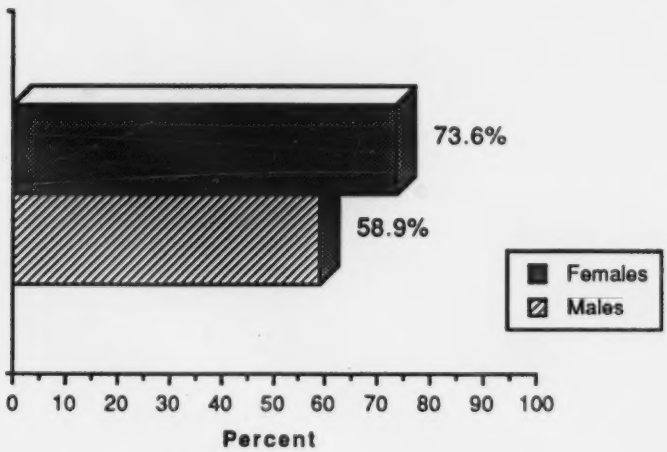
Elementary Students AGREED: "Boys Can Do Any Job Girls Can Do."



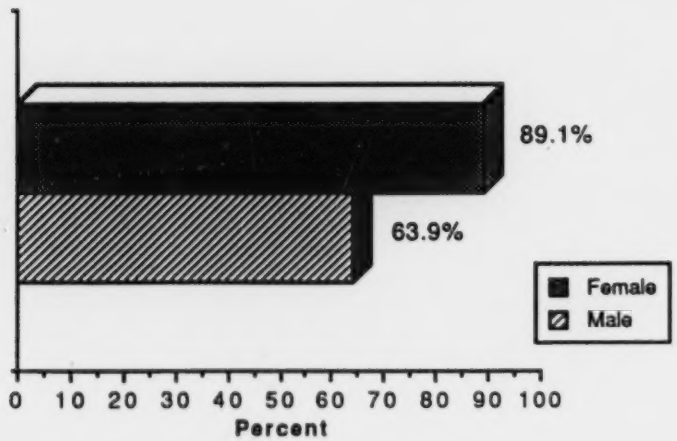
Middle School Students AGREED: "It Would Be OK With Me If A Woman Was An Auto Mechanic."



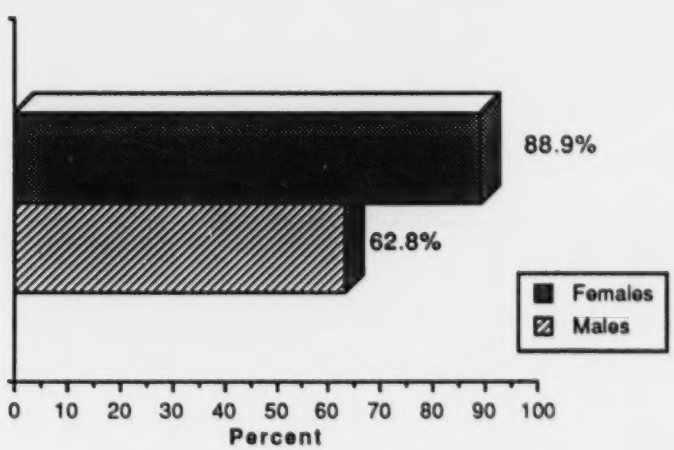
Middle School Students AGREED: "It Would Be OK With Me If A Man Was A Nurse."



High School Students AGREED: "I Would Support A Woman's Choice To Become A Carpenter."



High School Students AGREED: "I Would Support A Man's Choice To Become A Nurse."



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REPLICATED SURVEY DATA

s districts have replicated the equity surveys from the Wisconsin uity in Career and Vocational Education. Of those twenty-six districts, their first surveys in the 1986-87 school year. These surveys were were not compatible with the second set of surveys due to revisions ring data impossible. Additionally, two other districts administered ot compatible with comparison.

districts were compared for changes in response patterns on the ualified. In some cases at least one of the surveys did not meet rison, usually because certain surveys were conducted only one ost often true of small districts who did not repeat the Administrator's nd the Counselor's Survey, #7272, probably due to very small n those areas. Additionally, Survey #7266, Grades 2-4, could not be en districts conducting their surveys in 1987-88 and the first semester further changes on that survey.

ements were selected for analysis. These statements in most cases ements that have been tracked for the past 10 years and thought to e trends in districts regarding students' perceptions in the area of aration for work.

lts emerged from the data analysis.

Grades 2-4

as that both boys and girls in grades 2-4 continue to report that they emselves. In response to the statement "I feel I am a leader in my irls in one district increased dramatically (over 50 percentage listricts, percentages for both decreased. However, in the remaining es" answer increased, girls' "yes" answers decreased or visa versa. statement "I plan to have a job..." in all but two districts fewer in the affirmative. In nine districts both male and female "yes" sed by an average 11 percent and 15 percent respectively

Grades 5-7

compared, eleven had increases in the "yes" response by both boys tement "It is important girls learn to be leaders". Boys scores verage of 11 percent and girls by 17 percent. In only three districts l girls' scores decrease and the remaining districts remained ged.

myself" evoked positive increases from both boys and girls in three stricts they went down for both boys and girls. In the remaining five /s scores went down, girls went up; and when girls scores went up,

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boys went down. Overall, girls positive responses increased by 22 percent and boys by 6 percent

Holding stereotypes about what men and women can do seems to have decreased with twelve districts showing an increase in the acceptance of a man being a nurse. Boys responses rose by 6 percent and girls by 22 percent. Accepting a women as a mechanic went up 4 percent and 11 percent for boys and girls respectively. Only two districts decreased in percentages for both genders. Additionally, overall positive responses by boys regarding nontraditional work increased by 6 percent and girls by 17 percent.

Almost all boys and girls in grades 5-7 believe they will have a job or career and percentages in districts remained about the same from the previous survey.

Survey #7268 - Grades 7-9

Responses to the statement "I feel good about myself" showed some interesting patterns in the twenty one districts compared. For example, eight districts showed "yes" answers increased for both boys and girls by approximately the same percent. (12 and 11 respectively). However, in the six districts when boys' agreement with the statement "If feel good about myself" increased, girls' agreement decreased by exactly twice as much. (8 percent-16 percent) When both decreased, girls decreased almost twice as much as boys (8 percent and -13 percent).

Most boys and girls in grades 7-9 indicate they plan to have a job or career. However, comparing surveys indicated a modest decrease in boys agreement with the state "I plan to have a job career" and a modest increase in girls agreement. In every district girls agreed with the statement more often than boys.

Overall, middle school students still do not understand that people work because they need the money. When responding to the statement "women work because they need the money," the 21 districts with comparable data showed changes as follow: 1) Agreement decreased in five districts by both boys and girls an average of 16 percent and 25 percent respectively. I2) In six districts, boys agreement decreased by an average of 13 percent and girls agreement increased by 12 percent. 3) In only seven districts did the percentage of boys and girls agreeing increase, with a average increase of 18 percent and 14 percent respectively

When responding to the statement "Men work because they need the money", in eight districts both boys and girls agreement responses declined (15 percent and 18 percent respectively) and increased in only five districts approximately 15 percent for both sexes. In the remaining districts responses remained relatively the same.

Survey #7269 - Grades 9-11

In four of sixteen school districts compared, approximately 18 percent more boys and girls agreed with the statement "I feel good about myself" than had in the previous

Item Statement		Total N %	Male N %	Female N %
1. Being good at math and science will help me be ready for a good job.	Omit . . .	52 0.3	19 0.2	28 0.3
	(1) Yes.	17419 90.0	8873 90.3	8420 89.7
	(2) No	1890 9.8	937 9.5	940 10.0
2. I think doing well in school will help me get a job when I grow up.	Omit . . .	52 0.3	23 0.2	24 0.3
	(1) Yes.	18763 96.9	9520 96.9	9107 97.0
	(2) No	546 2.8	286 2.9	257 2.7
3. At school, I am encouraged to be good at math.	Omit . . .	90 0.5	42 0.4	43 0.5
	(1) Yes.	16227 83.8	8190 83.3	7925 84.4
	(2) No	3044 15.7	1597 16.2	1420 15.1
4. Sometimes at school different things are expected of boys and girls.	Omit . . .	119 0.6	56 0.6	56 0.6
	(1) Yes.	11661 60.2	5954 60.6	5612 59.8
	(2) No	7581 39.2	3819 38.9	3720 39.6
5. At school, I am encouraged to be good at reading.	Omit . . .	102 0.5	43 0.4	50 0.5
	(1) Yes.	16501 85.2	8261 84.0	8130 86.6
	(2) No	2758 14.2	1525 15.5	1208 12.9
6. Sometimes at school I get the feeling boys and girls are treated differently.	Omit . . .	106 0.5	50 0.5	50 0.5
	(1) Yes.	11508 59.4	5812 59.1	5610 59.8
	(2) No	7747 40.0	3967 40.4	3728 39.7
7. The main reason people work is because they need the money they earn.	Omit . . .	93 0.5	39 0.4	47 0.5
	(1) Yes.	16260 84.0	8425 85.7	7722 82.3
	(2) No	3008 15.5	1365 13.9	1619 17.2
8. Today, more women are working at paying jobs than in the past.	Omit . . .	197 1.0	85 0.9	102 1.1
	(1) Yes.	14400 74.4	7124 72.5	7182 76.5
	(2) No	4764 24.6	2620 26.7	2104 22.4

Page A1.2
Table 7266.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
9. Some jobs pay more than others.	Omit . . .	66 0.3	33 0.3	25 0.3
(1) Yes.		18690 96.5	9489 96.5	9073 96.6
(2) No		605 3.1	307 3.1	290 3.1
10. I believe I will work at a job or career for most of my life.	Omit . . .	242 1.2	102 1.0	127 1.4
(1) Yes.		14041 72.5	7410 75.4	6545 69.7
(2) No		5078 26.2	2317 23.6	2716 28.9
11. It is important to me how much money I will earn when I grow up.	Omit . . .	146 0.8	54 0.5	83 0.9
(1) Yes.		13803 71.3	7293 74.2	6412 68.3
(2) No		5412 28.0	2482 25.3	2893 30.8
12. I think doctors make more money than secretaries.	Omit . . .	211 1.1	88 0.9	112 1.2
(1) Yes.		14281 73.8	7316 74.4	6868 73.2
(2) No		4869 25.1	2425 24.7	2408 25.6
13. Usually the pay is the same for jobs men do and jobs women do.	Omit . . .	191 1.0	71 0.7	109 1.2
(1) Yes.		12896 66.6	6504 66.2	6306 67.2
(2) No		6274 32.4	3254 33.1	2973 31.7
14. I think about becoming a medical doctor when I grow up.	Omit . . .	147 0.8	56 0.6	82 0.9
(1) Yes.		3390 17.5	1611 16.4	1750 18.6
(2) No		15824 81.7	8162 83.0	7556 80.5
15. I think about becoming a nurse when I grow up.	Omit . . .	136 0.7	23 0.2	65 0.7
(1) Yes.		3601 18.6	353 3.6	3221 34.3
(2) No		15624 80.7	9453 96.2	6102 65.0
16. Today both boys and girls can grow up to be firefighters.	Omit . . .	117 0.6	24 0.2	43 0.5
(1) Yes.		17137 88.5	8697 88.5	8368 89.1
(2) No		2107 10.9	1108 11.3	977 10.4

Item Statement	Total N / %	Male N / %	Female N / %
17. Many women work because they need the money. Omit . . .	171 0.9	56 0.6	64 0.7
(1) Yes.	16693 86.2	8566 87.2	8050 85.7
(2) No	2497 12.9	1207 12.3	1274 13.6
18. Many men work because they need the money. Omit . . .	187 1.0	57 0.6	79 0.8
(1) Yes.	16919 87.4	8839 89.9	7998 85.2
(2) No	2255 11.6	933 9.5	1311 14.0
19. Today more children live in homes with just one parent than in the past. Omit . . .	334 1.7	138 1.4	147 1.6
(1) Yes.	9454 48.8	4532 46.1	4877 51.9
(2) No	9573 49.4	5159 52.5	4364 46.5
20. My grandmother works or has worked at a paying job. Omit . . .	537 2.8	233 2.4	248 2.6
(1) Yes.	14110 72.9	7212 73.4	6831 72.8
(2) No	4714 24.3	2384 24.3	2309 24.6
21. My family believes it is important that I work at a job when I grow up. Omit . . .	207 1.1	60 0.6	96 1.0
(1) Yes.	17456 90.2	9043 92.0	8325 88.7
(2) No	1698 8.8	726 7.4	967 10.3
22. I believe that when I grow up both husband and wife will need to work to pay the bills. Omit .	267 1.4	102 1.0	113 1.2
(1) Yes.	15665 80.9	7776 79.1	7812 83.2
(2) No	3429 17.7	1951 19.8	1463 15.6
23. It would be okay with my parents if I decided to be a carpenter. Omit . . .	254 1.3	86 0.9	112 1.2
(1) Yes.	13172 68.0	7268 73.9	5848 62.3
(2) No	5935 30.7	2475 25.2	3428 36.5
24. It would be okay with my parents if I decided to be a secretary. Omit . . .	220 1.1	93 0.9	71 0.8
(1) Yes.	14294 73.8	6099 62.1	8140 86.7
(2) No	4847 25.0	3637 37.0	1177 12.5

Page A1.4
Table 7266.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
25.	Doing good work in school is important to me. Omit . . .	109 0.6	25 0.3	26 0.3
	(1) Yes.	18674 96.5	9387 95.5	9206 98.1
	(2) No	578 3.0	417 4.2	156 1.7
26.	I feel that I am a leader in my class. Omit . .	240 1.2	80 0.8	104 1.1
	(1) Yes.	6583 34.0	3583 36.5	2965 31.6
	(2) No	12538 64.8	6166 62.7	6319 67.3
27.	I feel boys can do any jobs that girls can do. Omit . . .	140 0.7	41 0.4	40 0.4
	(1) Yes.	15690 81.0	7687 78.2	7936 84.5
	(2) No	3531 18.2	2101 21.4	1412 15.0
28.	I feel good about myself. Omit . . .	178 0.9	66 0.7	53 0.6
	(1) Yes.	17804 92.0	8974 91.3	8761 93.3
	(2) No	1379 7.1	789 8.0	574 6.1
29.	My friends and I talk about what we are going to be when we grow up. Omit . . .	179 0.9	55 0.6	66 0.7
	(1) Yes.	12031 62.1	6042 61.5	5933 63.2
	(2) No	7151 36.9	3732 38.0	3389 36.1
30.	People should choose jobs because they are good at that job. Omit . . .	194 1.0	72 0.7	61 0.6
	(1) Yes.	14917 77.0	7807 79.4	7039 75.0
	(2) No	4250 22.0	1950 19.8	2288 24.4
31.	I feel girls can do any job that boys can do. Omit . . .	146 0.8	40 0.4	45 0.5
	(1) Yes.	14629 75.6	6403 65.1	8171 87.0
	(2) No	4586 23.7	3386 34.4	1172 12.5
32.	I am good at math. Omit . . .	308 1.6	115 1.2	128 1.4
	(1) Yes.	15511 80.1	8067 82.1	7382 78.6
	(2) No	3542 18.3	1647 16.8	1878 20.0

Item Statement		Total N %	Male N %	Female N %
33. I am:	Omit . . .	144 0.7	0 0.0	0 0.0
(1) Boy.		9829 50.8	9829 100.0	0 0.0
(2) Girl		9388 48.5	0 0.0	9388 100.0
34. The grade I am in is:	Omit . . .	881 4.6	464 4.7	401 4.3
(1) Grade 2.		638 3.3	311 3.2	320 3.4
(2) Grade 3.		15824 81.7	7993 81.3	7728 82.3
(3) Grade 4.		2018 10.4	1061 10.8	939 10.0

Item Statement	Total N %	Male N %	Female N %
1. Math is one of my favorite subjects. Omit. . .	25 0.1	11 0.1	13 0.1
(1) I disagree	6181 25.9	2954 25.0	3130 26.6
(2) Unsure	5726 24.0	2665 22.5	2993 25.4
(3) I agree.	11956 50.1	6191 52.4	5634 47.9
2. Girls are often better at math than boys. Omit. . .	18 0.1	8 0.1	9 0.1
(1) I disagree	10267 43.0	6043 51.1	4084 34.7
(2) Unsure	10139 42.4	4567 38.6	5445 46.3
(3) I agree.	3464 14.5	1203 10.2	2232 19.0
3. Being good at math will help me get a job in the future. Omit. . .	66 0.3	28 0.2	37 0.3
(1) I disagree	613 2.6	326 2.8	270 2.3
(2) Unsure	3473 14.5	1759 14.9	1653 14.0
(3) I agree.	19736 82.6	9708 82.1	9810 83.3
4. In our school, both boys and girls are treated the same. Omit. . .	70 0.3	28 0.2	38 0.3
(1) I disagree	4773 20.0	2624 22.2	2079 17.7
(2) Unsure	6216 26.0	3076 26.0	3053 25.9
(3) I agree.	12829 53.7	6093 51.5	6600 56.1
5. I think my school gives boys and girls the same chances. Omit. . .	90 0.4	43 0.4	44 0.4
(1) I disagree	3424 14.3	1800 15.2	1576 13.4
(2) Unsure	5824 24.4	2748 23.2	2985 25.4
(3) I agree.	14550 60.9	7230 61.2	7165 60.9
6. It is important that girls learn to be leaders. Omit. . .	100 0.4	38 0.3	57 0.5
(1) I disagree	6133 25.7	3457 29.2	2577 21.9
(2) Unsure	7894 33.0	4177 35.3	3614 30.7
(3) I agree.	9761 40.9	4149 35.1	5522 46.9

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Table 7267.S
Student Career Survey

	Item Statement	Total N %	Male N %	Female N %
7.	Both boys and girls should be developing math, science, and computer skills. Omit. . .	88 0.4	43 0.4	42 0.4
	(1) I disagree	929 3.9	512 4.3	394 3.3
	(2) Unsure	3634 15.2	1692 14.3	1882 16.0
	(3) I agree.	19237 80.5	9574 81.0	9452 80.3
8.	It is important that boys learn to be leaders. Omit. . .	135 0.6	57 0.5	76 0.6
	(1) I disagree	4626 19.4	1489 12.6	3070 26.1
	(2) Unsure	6990 29.3	2921 24.7	3986 33.9
	(3) I agree.	12137 50.8	7354 62.2	4638 39.4
9.	Generally, teachers expect the same things of girls and boys. Omit. . .	117 0.5	43 0.4	68 0.6
	(1) I disagree	3023 12.7	1774 15.0	1205 10.2
	(2) Unsure	4241 17.8	2132 18.0	2047 17.4
	(3) I agree.	16507 69.1	7872 66.6	8450 71.8
10.	In school I am encouraged to do good work in math. Omit. . .	61 0.3	29 0.2	26 0.2
	(1) I disagree	1033 4.3	613 5.2	393 3.3
	(2) Unsure	3349 14.0	1789 15.1	1494 12.7
	(3) I agree.	19445 81.4	9390 79.4	9857 83.7
11.	In school I am encouraged to do good work in science. Omit. . .	60 0.3	25 0.2	28 0.2
	(1) I disagree	1083 4.5	617 5.2	441 3.7
	(2) Unsure	3658 15.3	1912 16.2	1689 14.4
	(3) I agree.	19087 79.9	9267 78.4	9612 81.7
12.	In school I am encouraged to do good work in reading. Omit. . .	77 0.3	36 0.3	32 0.3
	(1) I disagree	1079 4.5	687 5.8	367 3.1
	(2) Unsure	3468 14.5	1964 16.6	1449 12.3
	(3) I agree.	19264 80.6	9134 77.3	9922 84.3

	Item Statement	Total N %	Male N %	Female N %
13.	Doing good work in school is important to me.			
	Omit. . .	70	39	24
		0.3	0.3	0.2
	(1) I disagree	564	378	165
		2.4	3.2	1.4
	(2) Unsure	2165	1332	791
		9.1	11.3	6.7
	(3) I agree.	21089	10072	10790
		88.3	85.2	91.7
14.	In school we learn about different careers.			
	Omit. . .	41	20	17
		0.2	0.2	0.1
	(1) I disagree	4424	2216	2126
		18.5	18.7	18.1
	(2) Unsure	8613	3939	4576
		36.1	33.3	38.9
	(3) I agree.	10810	5646	5051
		45.3	47.8	42.9
15.	Men often are paid more than women for doing the same job.			
	Omit. . .	59	26	24
		0.2	0.2	0.2
	(1) I disagree	9726	4877	4716
		40.7	41.3	40.1
	(2) Unsure	8834	4277	4461
		37.0	36.2	37.9
	(3) I agree.	5269	2641	2569
		22.1	22.3	21.8
16.	Teachers have helped me think about careers.			
	Omit. . .	135	69	58
		0.6	0.6	0.5
	(1) I disagree	6860	3578	3189
		28.7	30.3	27.1
	(2) Unsure	6603	3189	3323
		27.6	27.0	28.2
	(3) I agree.	10290	4985	5200
		43.1	42.2	44.2
17.	Most women work because they need the money.			
	Omit. . .	128	51	64
		0.5	0.4	0.5
	(1) I disagree	6964	2673	4203
		29.2	22.6	35.7
	(2) Unsure	8638	4443	4105
		36.2	37.6	34.9
	(3) I agree.	8158	4654	3398
		34.2	39.4	28.9
18.	The amount of money I will make is important to me when I think about career.			
	Omit. . .	82	48	27
		0.3	0.4	0.2
	(1) I disagree	2646	1054	1554
		11.1	8.9	13.2
	(2) Unsure	5305	2094	3154
		22.2	17.7	26.8
	(3) I agree.	15855	8625	7035
		66.4	73.0	59.8

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Table 7267.S
Student Career Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
19.	It would be okay with me if a man was a nurse. Omit. . .	62 0.3	26 0.2	30 0.3
	(1) I disagree	3611 15.1	2300 19.5	1260 10.7
	(2) Unsure	4409 18.5	2528 21.4	1812 15.4
	(3) I agree.	15806 66.2	6967 58.9	8668 73.6
20.	It would be okay with me if a woman was an auto mechanic. Omit. . .	29 0.1	9 0.1	12 0.1
	(1) I disagree	2508 10.5	1878 15.9	596 5.1
	(2) Unsure	3593 15.0	2143 18.1	1395 11.9
	(3) I agree.	17758 74.3	7791 65.9	9767 83.0
21.	I would consider becoming a carpenter. Omit .	160 0.7	11 0.1	7 0.1
	(1) I disagree	14230 59.6	6026 51.0	8135 69.1
	(2) Unsure	5836 24.4	3227 27.3	2553 21.7
	(3) I agree.	3662 15.3	2557 21.6	1075 9.1
22.	I would consider becoming a secretary. Omit .	173 0.7	18 0.2	11 0.1
	(1) I disagree	11785 49.3	8589 72.7	3129 26.6
	(2) Unsure	7035 29.4	2558 21.6	4416 37.5
	(3) I agree.	4895 20.5	656 5.5	4214 35.8
23.	Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit. . .	180 0.8	17 0.1	18 0.2
	(1) I disagree	1288 5.4	676 5.7	591 5.0
	(2) Unsure	4960 20.8	1823 15.4	3090 26.3
	(3) I agree.	17460 73.1	9305 78.7	8071 68.6
24.	I feel the work I do in school is preparing me for jobs of the future. Omit. . .	243 1.0	48 0.4	47 0.4
	(1) I disagree	1441 6.0	850 7.2	566 4.8
	(2) Unsure	4169 17.5	2120 17.9	2010 17.1
	(3) I agree.	18035 75.5	8803 74.5	9147 77.7

	Item Statement	Total N %	Male N %	Female N %
25.	I would consider owning my own business. Omit.	233 1.0	40 0.3	41 0.3
	(1) I disagree	3511 14.7	1731 14.6	1760 15.0
	(2) Unsure	8124 34.0	3659 31.0	4418 37.5
	(3) I agree.	12020 50.3	6391 54.1	5551 47.2
26.	Boys should be able to have any job. Omit.	216 0.9	36 0.3	29 0.2
	(1) I disagree	3217 13.5	1840 15.6	1351 11.5
	(2) Unsure	3756 15.7	2107 17.8	1615 13.7
	(3) I agree.	16699 69.9	7838 66.3	8775 74.6
27.	Girls should be able to have any job. Omit.	247 1.0	48 0.4	47 0.4
	(1) I disagree	3752 15.7	2741 23.2	981 8.3
	(2) Unsure	3770 15.8	2363 20.0	1371 11.6
	(3) I agree.	16119 67.5	6669 56.4	9371 79.6
28.	Most men work because they need the money. Omit.	313 1.3	85 0.7	78 0.7
	(1) I disagree	5637 23.6	2709 22.9	2890 24.6
	(2) Unsure	8856 37.1	3827 32.4	4986 42.4
	(3) I agree.	9082 38.0	5200 44.0	3816 32.4
29.	I believe I will work at a paying job most of my life. Omit.	259 1.1	71 0.6	38 0.3
	(1) I disagree	1126 4.7	557 4.7	554 4.7
	(2) Unsure	6712 28.1	2838 24.0	3836 32.6
	(3) I agree.	15791 66.1	8355 70.7	7342 62.4
30.	Women work at paid jobs nearly as many years as men. Omit.	210 0.9	35 0.3	19 0.2
	(1) I disagree	3131 13.1	1957 16.6	1146 9.7
	(2) Unsure	9963 41.7	4954 41.9	4954 42.1
	(3) I agree.	10584 44.3	4875 41.2	5651 48.0

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Table 7267.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. More and more children live in homes with just one parent.	Omit. . .	250 1.0	64 0.5	30 0.3
(1) I disagree		2014 8.4	1280 10.8	716 6.1
(2) Unsure		8629 36.1	4543 38.4	4031 34.2
(3) I agree.		12995 54.4	5934 50.2	6993 59.4
32. I plan to have a job.	Omit. . .	268 1.1	63 0.5	45 0.4
(1) I disagree		237 1.0	172 1.5	57 0.5
(2) Unsure		833 3.5	452 3.8	356 3.0
(3) I agree.		22550 94.4	11134 94.2	11312 96.1
33. I plan to have a family and a job.	Omit. . .	280 1.2	78 0.7	45 0.4
(1) I disagree		1020 4.3	664 5.6	346 2.9
(2) Unsure		4307 18.0	2417 20.4	1856 15.8
(3) I agree.		18281 76.5	8662 73.3	9523 80.9
34. I have learned about different jobs from watching television.	Omit. . .	217 0.9	39 0.3	21 0.2
(1) I disagree		2946 12.3	1452 12.3	1479 12.6
(2) Unsure		4718 19.8	2105 17.8	2579 21.9
(3) I agree.		16007 67.0	8225 69.6	7691 65.3
35. My family has helped me plan what I should be when I grow up.	Omit. . .	285 1.2	66 0.6	62 0.5
(1) I disagree		7498 31.4	3691 31.2	3772 32.0
(2) Unsure		6687 28.0	3190 27.0	3452 29.3
(3) I agree.		9418 39.4	4874 41.2	4484 38.1
36. In our family, males and females share work at home.	Omit. . .	301 1.3	80 0.7	59 0.5
(1) I disagree		3481 14.6	1789 15.1	1661 14.1
(2) Unsure		3224 13.5	1738 14.7	1461 12.4
(3) I agree.		16882 70.7	8214 69.5	8589 73.0

	Item Statement		Total N %	Male N %	Female N %
37.	I feel good about myself.	Omit. . .	229 1.0	37 0.3	27 0.2
	(1) I disagree		924 3.9	489 4.1	422 3.6
	(2) Unsure		3684 15.4	1635 13.8	2016 17.1
	(3) I agree.		19051 79.8	9660 81.7	9305 79.1
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	234 1.0	43 0.4	27 0
	(1) I disagree		1281 5.4	829 7.0	446 3.8
	(2) Unsure		3402 14.2	1837 15.5	1523 12.9
	(3) I agree.		18971 79.4	9112 77.1	9774 83.0
39.	The way I feel about myself affects how well I do something.	Omit. . .	275 1.2	70 0.6	42 0.4
	(1) I disagree		1671 7.0	904 7.6	750 6.4
	(2) Unsure		4769 20.0	2401 20.3	2328 19.8
	(3) I agree.		17173 71.9	8446 71.4	8650 73.5
40.	I enjoy learning to do new things.	Omit. . .	278 1.2	57 0.5	54 0.5
	(1) I disagree		758 3.2	522 4.4	223 1.9
	(2) Unsure		3617 15.1	2023 17.1	1564 13.3
	(3) I agree.		19235 80.5	9219 78.0	9929 84.4
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	250 1.0	40 0.3	46 0.4
	(1) I disagree		5979 25.0	3405 28.8	2541 21.6
	(2) Unsure		5397 22.6	2593 21.9	2767 23.5
	(3) I agree.		12262 51.3	5783 48.9	6416 54.5
42.	The career I choose is important to my parents.	Omit. . .	337 1.4	104 0.9	66 0.6
	(1) I disagree		3773 15.8	1795 15.2	1959 16.6
	(2) Unsure		8793 36.8	4092 34.6	4654 39.5
	(3) I agree.		10985 46.0	5830 49.3	5091 43.3

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Table 7267.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	My parents would support me in whatever career I choose.	Omit. . .	354 1.5	82 0.7	106 0.9
	(1) I disagree		1163 4.9	745 6.3	406 3.4
	(2) Unsure		4985 20.9	2644 22.4	2296 19.5
	(3) I agree.		17386 72.8	8350 70.6	8962 76.1
44.	I think people should choose careers they think they would be good at.	Omit. . .	298 1.2	66 0.6	65 0.6
	(1) I disagree		1052 4.4	570 4.8	464 3.9
	(2) Unsure		2993 12.5	1295 11.0	1662 14.1
	(3) I agree.		19545 81.8	9890 83.7	9579 81.4
45.	Check one:	Omit. . .	295 1.2	0 0.0	0 0.0
	(1) Male		11821 49.5	11821 100.0	0 0.0
	(2) Female		11770 49.3	0 0.0	11770 100.0
46.	Check the grade you are in:	Omit. . .	9 0.0	3 0.0	4 0.0
	(1) 5th grade.		2178 9.1	1113 9.4	1049 8.9
	(2) 6th grade.		21388 89.5	10561 89.3	10554 89.7
	(3) 7th grade.		313 1.3	144 1.2	163 1.4

Item Statement		Total	Male	Female
		%	%	%
1. In our school teachers treat boys and girls the same way.	Omit. . .	45	17	24
		0.3	0.2	0.3
(1) I disagree		5826	3209	2464
		32.9	36.7	28.5
(2) Unsure		5289	2430	2762
		29.8	27.8	32.0
(3) I agree.		6575	3077	3384
		37.1	35.2	39.2
2. Teachers help me consider many different career choices, including those that are nontraditional.	Omit. . .	81	36	43
		0.5	0.4	0.5
(1) I disagree		4325	2295	1926
		24.4	26.3	22.3
(2) Unsure		7552	3843	3541
		42.6	44.0	41.0
(3) I agree.		5777	2559	3124
		32.6	29.3	36.2
3. In our school, there are courses that are clearly "boys courses" and "girls courses."	Omit. . .	100	36	60
		0.6	0.4	0.7
(1) I disagree		8343	3745	4468
		47.0	42.9	51.7
(2) Unsure		4362	2260	1989
		24.6	25.9	23.0
(3) I agree.		4930	2692	2117
		27.8	30.8	24.5
4. Teachers expect the same things from girls and boys.	Omit. . .	159	79	73
		0.9	0.9	0.8
(1) I disagree		3576	1987	1485
		20.2	22.8	17.2
(2) Unsure		3563	1810	1666
		20.1	20.7	19.3
(3) I agree.		10437	4857	5410
		58.8	55.6	62.7
5. In my classes, boys and girls are placed in separate groups for activities or projects.	Omit. . .	170	83	82
		1.0	1.0	0.9
(1) I disagree		12600	6013	6368
		71.0	68.9	73.8
(2) Unsure		3015	1607	1323
		17.0	18.4	15.3
(3) I agree.		1950	1030	861
		11.0	11.8	10.0
6. I believe I have the right to enroll in any course in the school.	Omit. . .	643	318	306
		3.6	3.6	3.5
(1) I disagree		746	455	251
		4.2	5.2	2.9
(2) Unsure		2221	1314	835
		12.5	15.0	9.7
(3) I agree.		14125	6646	7242
		79.6	76.1	83.9

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Table 7268.S
Student Career Survey

	Item Statement		Total N %	Male N %	Female N %
	7-11. I will plan my high school classes based on:				
7.	my interests.	Omit. . .	44 0.2	17 0.2	23 0.3
	(1) I disagree		350 2.0	214 2.5	118 1.4
	(2) Unsure		1348 7.6	805 9.2	494 5.7
	(3) I agree.		15993 90.2	7697 88.1	7999 92.6
8.	what I am good at.	Omit. . .	50 0.3	19 0.2	24 0.3
	(1) I disagree		696 3.9	368 4.2	302 3.5
	(2) Unsure		2154 12.1	1031 11.8	1066 12.3
	(3) I agree.		14835 83.6	7315 83.8	7242 83.9
9.	what classes my friends are taking.	Omit. . .	222 1.3	88 1.0	123 1.4
	(1) I disagree		7183 40.5	3241 37.1	3835 44.4
	(2) Unsure		6616 37.3	3324 38.1	3154 36.5
	(3) I agree.		3714 20.9	2080 23.8	1522 17.6
10.	what I need for college.	Omit. . .	96 0.5	48 0.5	36 0.4
	(1) I disagree		818 4.6	569 6.5	219 2.5
	(2) Unsure		2681 15.1	1557 17.8	1049 12.1
	(3) I agree.		14140 79.7	6559 75.1	7330 84.9
11.	what I need for a career.	Omit. . .	241 1.4	105 1.2	115 1.3
	(1) I disagree		448 2.5	295 3.4	127 1.5
	(2) Unsure		2465 13.9	1313 15.0	1083 12.5
	(3) I agree.		14581 82.2	7020 80.4	7309 84.7
	12-14. In school I am encouraged to do good work in:				
12.	math.	Omit. . .	46 0.3	17 0.2	22 0.3
	(1) I disagree		762 4.3	418 4.8	314 3.6
	(2) Unsure		1658 9.3	864 9.9	731 8.5
	(3) I agree.		15269 86.1	7434 85.1	7567 87.6

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	Item Statement		Total N %	Male N %	Female N %
13.	science.	Omit. . .	77 0.4	30 0.3	38 0.4
	(1) I disagree		942 5.3	514 5.9	389 4.5
	(2) Unsure		2730 15.4	1381 15.8	1269 14.7
	(3) I agree.		13986 78.9	6808 78.0	6938 80.4
14.	reading.	Omit. . .	148 0.8	79 0.9	60 0.7
	(1) I disagree		1782 10.0	1039 11.9	691 8.0
	(2) Unsure		3952 22.3	2080 23.8	1789 20.7
	(3) I agree.		11853 66.8	5535 63.4	6094 70.6
15.	Doing good work in school is important to me.	Omit. . .	71 0.4	39 0.4	26 0.3
	(1) I disagree		711 4.0	472 5.4	204 2.4
	(2) Unsure		2738 15.4	1655 19.0	994 11.5
	(3) I agree.		14215 80.2	6567 75.2	7410 85.8
16.	Doing good work in school will help me prepare for a good career.	Omit. . .	88 0.5	41 0.5	39 0.5
	(1) I disagree		394 2.2	268 3.1	105 1.2
	(2) Unsure		1677 9.5	968 11.1	652 7.6
	(3) I agree.		15576 87.8	7456 85.4	7838 90.8
17.	Most women work because they need the money.	Omit. . .	38 0.2	16 0.2	15 0.2
	(1) I disagree		5361 30.2	1990 22.8	3288 38.1
	(2) Unsure		6720 37.9	3639 41.7	2942 34.1
	(3) I agree.		5616 31.7	3088 35.4	2389 27.7
18.	Most people living below the poverty level are women and their children.	Omit. . .	62 0.3	34 0.4	16 0.2
	(1) I disagree		5247 29.6	2087 23.9	3078 35.6
	(2) Unsure		8766 49.4	4677 53.6	3917 45.4
	(3) I agree.		3660	1935	1623

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Table 7268.S
Student Career Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
		20.6	22.2	18.8
19.	Women and men should be trained to get good jobs. Omit. . .	58 0.3	12 0.1	5 0.1
	(1) I disagree	496 2.8	307 3.5	162 1.9
	(2) Unsure	1909 10.8	926 10.6	941 10.9
	(3) I agree.	15272 86.1	7488 85.7	7526 87.2
20.	Nine out of ten women work for pay sometime during their lives. Omit. . .	84 0.5	16 0.2	14 0.2
	(1) I disagree	617 3.5	353 4.0	239 2.8
	(2) Unsure	5772 32.5	3051 34.9	2603 30.1
	(3) I agree.	11262 63.5	5313 60.8	5778 66.9
21.	Most men work because they need the money. Omit. . .	146 0.8	56 0.6	36 0.4
	(1) I disagree	3008 17.0	1290 14.8	1660 19.2
	(2) Unsure	5978 33.7	2587 29.6	3288 38.1
	(3) I agree.	8603 48.5	4800 55.0	3650 42.3
22.	Women make up eight percent (2 out of 5) of engineers in the US. Omit. . .	115 0.6	29 0.3	31 0.4
	(1) I disagree	1412 8.0	816 9.3	560 6.5
	(2) Unsure	12515 70.6	6014 68.9	6284 72.8
	(3) I agree.	3693 20.8	1874 21.5	1759 20.4
23.	Engineers make an average annual salary of $34,000. Omit. . .	131 0.7	36 0.4	40 0.5
	(1) I disagree	912 5.1	568 6.5	302 3.5
	(2) Unsure	13643 76.9	6119 70.1	7309 84.7
	(3) I agree.	3049 17.2	2010 23.0	983 11.4
24.	Ninety-nine percent of all secretaries are women. Omit. . .	122 0.7	39 0.4	28 0.3
	(1) I disagree	1938 10.9	855 9.8	1040 12.0
	(2) Unsure	6843 38.6	3502 40.1	3202 37.1
	(3) I agree.	8832 49.8	4337 49.7	4364 50.5

	Item Statement	Total N %	Male N %	Female N %
25.	Secretaries make an average annual salary of $12,000. Omit. . .	186 1.0	63 0.7	64 0.7
	(1) I disagree	1139 6.4	705 8.1	402 4.7
	(2) Unsure	13827 78.0	6445 73.8	7162 83.0
	(3) I agree.	2583 14.6	1520 17.4	1006 11.7
26.	Overall, women make 64 cents for every dollar men make. Omit. . .	227 1.3	79 0.9	87 1.0
	(1) I disagree	2698 15.2	1316 15.1	1331 15.4
	(2) Unsure	11360 64.1	5590 64.0	5574 64.6
	(3) I agree.	3450 19.5	1748 20.0	1642 19.0
27.	"Womens' jobs" and "mens' jobs" are becoming a thing of the past. Omit. . .	146 0.8	45 0.5	39 0.5
	(1) I disagree	1607 9.1	882 10.1	686 7.9
	(2) Unsure	4085 23.0	2253 25.8	1744 20.2
	(3) I agree.	11897 67.1	5553 63.6	6165 71.4
28.	More and more children live in homes with just one parent today. Omit. . .	90 0.5	13 0.1	15 0.2
	(1) I disagree	884 5.0	534 6.1	325 3.8
	(2) Unsure	3970 22.4	2337 26.8	1547 17.9
	(3) I agree.	12791 72.1	5849 67.0	6747 78.1
29.	I have learned about different careers from watching TV. Omit. . .	107 0.6	22 0.3	21 0.2
	(1) I disagree	2736 15.4	1209 13.8	1480 17.1
	(2) Unsure	3266 18.4	1539 17.6	1646 19.1
	(3) I agree.	11626 65.6	5963 68.3	5487 63.6
30.	In our family males and females share jobs at home. Omit. . .	147 0.8	45 0.5	38 0.4
	(1) I disagree	2957 16.7	1377 15.8	1517 17.6
	(2) Unsure	2267 12.8	1338 15.3	865 10.0
	(3) I agree.	12364 69.7	5973 68.4	6214 72.0

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
31.	I plan to have a career.	Omit. . .	115 0.6	19 0.2	31 0.4
	(1) I disagree		315 1.8	217 2.5	73 0.8
	(2) Unsure		1146 6.5	699 8.0	401 4.6
	(3) I agree.		16159 91.1	7798 89.3	8129 94.2
32.	I plan to have a family and a career.	Omit. . .	139 0.8	42 0.5	31 0.4
	(1) I disagree		999 5.6	575 6.6	390 4.5
	(2) Unsure		3753 21.2	2105 24.1	1563 18.1
	(3) I agree.		12844 72.4	6011 68.8	6650 77.0
33.	In most families, both parents work at jobs outside the home.	Omit. . .	130 0.7	31 0.4	29 0.3
	(1) I disagree		1093 6.2	637 7.3	426 4.9
	(2) Unsure		4728 26.7	2584 29.6	2047 23.7
	(3) I agree.		11784 66.4	5481 62.8	6132 71.0
34.	I would like to find out more about possible careers.	Omit. . .	107 0.6	19 0.2	16 0.2
	(1) I disagree		1150 6.5	670 7.7	443 5.1
	(2) Unsure		3203 18.1	1724 19.7	1407 16.3
	(3) I agree.		13275 74.9	6320 72.4	6768 78.4
35.	The career I choose is important to my parents.	Omit. . .	135 0.8	33 0.4	24 0.3
	(1) I disagree		3437 19.4	1587 18.2	1792 20.8
	(2) Unsure		6361 35.9	3194 36.6	3056 35.4
	(3) I agree.		7802 44.0	3919 44.9	3762 43.6
36.	I feel good about myself.	Omit. . .	145 0.8	34 0.4	30 0.3
	(1) I disagree		1041 5.9	427 4.9	570 6.6
	(2) Unsure		3492 19.7	1537 17.6	1879 21.8
	(3) I agree.		13057 73.6	6735 77.1	6155 71.3

	Item Statement	Total N %	Male N %	Female N %
37.	I feel I could be whatever I want to be when I grow up. Omit. . .	142 0.8	35 0.4	24 0.3
	(1) I disagree	1328 7.5	720 8.2	572 6.6
	(2) Unsure	3297 18.6	1779 20.4	1443 16.7
	(3) I agree.	12968 73.1	6199 71.0	6595 76.4
38.	The way I feel about myself affects how well I do something. Omit. . .	148 0.8	38 0.4	25 0.3
	(1) I disagree	999 5.6	581 6.7	382 4.4
	(2) Unsure	3047 17.2	1651 18.9	1324 15.3
	(3) I agree.	13541 76.4	6463 74.0	6903 80.0
39.	I enjoy to learning to do new things. Omit. .	138 0.8	28 0.3	25 0.3
	(1) I disagree	765 4.3	468 5.4	261 3.0
	(2) Unsure	3422 19.3	1893 21.7	1439 16.7
	(3) I agree.	13410 75.6	6344 72.6	6909 80.0
40.	I feel that I am good at many things. Omit. . .	170 1.0	43 0.5	37 0.4
	(1) I disagree	1208 6.8	467 5.3	706 8.2
	(2) Unsure	3875 21.8	1596 18.3	2198 25.5
	(3) I agree.	12482 70.4	6627 75.9	5693 65.9
41.	My parents would support me in whatever career I choose. Omit. . .	208 1.2	55 0.6	63 0.7
	(1) I disagree	1149 6.5	634 7.3	480 5.6
	(2) Unsure	3916 22.1	2165 24.8	1663 19.3
	(3) I agree.	12462 70.3	5879 67.3	6428 74.4
	42-45 The place I would go to get help in planning my career is:			
42.	parents. Omit. . .	162 0.9	43 0.5	27 0.3
	(1) I disagree	1498 8.4	797 9.1	663 7.7
	(2) Unsure	3523 19.9	1793 20.5	1642 19.0
	(3) I agree.	12552 70.8	6100 69.8	6302 73.0

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	Item Statement		Total N %	Male N %	Female N %
43.	teachers.	Omit. . .	231 1.3	77 0.9	55 0.6
	(1) I disagree		3309 18.7	1960 22.4	1281 14.8
	(2) Unsure		6034 34.0	3073 35.2	2864 33.2
	(3) I agree.		8161 46.0	3623 41.5	4434 51.4
44.	other people I know.	Omit. . .	216 1.2	65 0.7	54 0.6
	(1) I disagree		1564 8.8	996 11.4	526 6.1
	(2) Unsure		5199 29.3	2784 31.9	2328 27.0
	(3) I agree.		10756 60.6	4888 56.0	5726 66.3
45.	school counselors.	Omit. . .	353 2.0	129 1.5	126 1.5
	(1) I disagree		4353 24.5	2417 27.7	1862 21.6
	(2) Unsure		5663 31.9	2841 32.5	2716 31.5
	(3) I agree.		7366 41.5	3346 38.3	3930 45.5
46.	Check one:	Omit. . .	368 2.1	0 0.0	0 0.0
	(1) Male		8733 49.2	8733 100.0	0 0.0
	(2) Female		8634 48.7	0 0.0	8634 100.0
47.	Check the grade you are in:	Omit. . .	21 0.1	3 0.0	0 0.0
	(1) Grade 7.		1875 10.6	935 10.7	910 10.5
	(2) Grade 8.		12982 73.2	6381 73.1	6343 73.5
	(3) Grade 9.		2857 16.1	1414 16.2	1381 16.0

Item Statement	Total N %	Male N %	Female N %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests.			
Omit. . .	95 0.6	28 0.4	62 0.8
(1) I disagree	3386 21.0	1630 21.0	1647 20.9
(2) Unsure	5967 37.0	2987 38.5	2787 35.4
(3) I agree.	6699 41.5	3109 40.1	3371 42.8
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school.			
Omit. . .	53 0.3	20 0.3	28 0.4
(1) I disagree	6092 37.7	2840 36.6	3107 39.5
(2) Unsure	6448 39.9	3169 40.9	2999 38.1
(3) I agree.	3554 22.0	1725 22.2	1733 22.0
3. I know someone who is in a nontraditional career.			
Omit. . .	135 0.8	59 0.8	63 0.8
(1) I disagree	3325 20.6	1805 23.3	1424 18.1
(2) Unsure	4703 29.1	2512 32.4	1974 25.1
(3) I agree.	7984 49.4	3378 43.6	4406 56.0
4. Teachers generally treat males and females the same.			
Omit. . .	68 0.4	41 0.5	21 0.3
(1) I disagree	5520 34.2	2690 34.7	2660 33.8
(2) Unsure	3448 21.4	1671 21.6	1602 20.4
(3) I agree.	7111 44.0	3352 43.2	3584 45.6
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional.			
Omit. . .	60 0.4	23 0.3	32 0.4
(1) I disagree	4233 26.2	2179 28.1	1922 24.4
(2) Unsure	5410 33.5	2776 35.8	2418 30.7
(3) I agree.	6444 39.9	2776 35.8	3495 44.4
6. In our school, there are support groups for students enrolled in nontraditional classes.			
Omit. . .	118 0.7	55 0.7	48 0.6
(1) I disagree	5387 33.4	2400 31.0	2861 36.4
(2) Unsure	8457 52.4	4123 53.2	4061 51.6
(3) I agree.	2185 13.5	1176 15.2	897 11.4

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Table 7269.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
7. Teachers expect the same achievement from males and females.	Omit. . .	106 0.7	56 0.7	44 0.6
(1) I disagree		2918 18.1	1405 18.1	1404 17.8
(2) Unsure		3302 20.4	1638 21.1	1488 18.9
(3) I agree.		9821 60.8	4655 60.0	4931 62.7
8. Teachers point out examples of stereotyping in textbooks and other materials.	Omit. . .	111 0.7	51 0.7	47 0.6
(1) I disagree		3135 19.4	1508 19.4	1521 19.3
(2) Unsure		5891 36.5	2909 37.5	2754 35.0
(3) I agree.		7010 43.4	3286 42.4	3545 45.1
9. My counselor suggests classes I need for my career choice.	Omit. . .	131 0.8	68 0.9	48 0.6
(1) I disagree		4560 28.2	2159 27.8	2264 28.8
(2) Unsure		3994 24.7	2115 27.3	1687 21.4
(3) I agree.		7462 46.2	3412 44.0	3868 49.2
10. The counselors maintain up-to-date career information that can be used in making career choices.	Omit. . .	113 0.7	48 0.6	49 0.6
(1) I disagree		2066 12.8	1030 13.3	937 11.9
(2) Unsure		6129 38.0	3092 39.9	2803 35.6
(3) I agree.		7839 48.5	3584 46.2	4078 51.8
11. Counselors have helped me with my career choices.	Omit. . .	164 1.0	85 1.1	67 0.9
(1) I disagree		7566 46.9	3555 45.8	3813 48.5
(2) Unsure		3953 24.5	2031 26.2	1731 22.0
(3) I agree.		4464 27.6	2083 26.9	2256 28.7
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses."	Omit. . .	57 0.4	19 0.2	28 0.4
(1) I disagree		6935 42.9	2892 37.3	3870 49.2
(2) Unsure		4683 29.0	2457 31.7	2039 25.9
(3) I agree.		4472 27.7	2386 30.8	1930 24.5

Item Statement	*Total* N %	*Male* N %	*Female* N %
13. Career and vocational courses are designed so the content is appropriate to both males and females. Omit. . .	137 0.8	55 0.7	66 0.8
(1) I disagree	1149 7.1	617 8.0	476 6.1
(2) Unsure	6825 42.3	3371 43.5	3199 40.7
(3) I agree.	8036 49.8	3711 47.9	4126 52.4
14. I will work at a paying job most of my life. Omit. . .	25 0.2	7 0.1	10 0.1
(1) I disagree	554 3.4	309 4.0	197 2.5
(2) Unsure	2414 15.0	1193 15.4	1061 13.5
(3) I agree.	13154 81.5	6245 80.5	6599 83.9
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families. Omit. . .	67 0.4	21 0.3	31 0.4
(1) I disagree	2339 14.5	1026 13.2	1236 15.7
(2) Unsure	10575 65.5	5214 67.2	5035 64.0
(3) I agree.	3166 19.6	1493 19.3	1565 19.9
16. Nine out of ten women work for pay sometime during their lives. Omit. . .	74 0.5	20 0.3	24 0.3
(1) I disagree	715 4.4	485 6.3	175 2.2
(2) Unsure	4273 26.5	2395 30.9	1680 21.4
(3) I agree.	11085 68.7	4854 62.6	5988 76.1
17. The average woman will work outside the home between 20-40 years in her lifetime. Omit. . .	148 0.9	19 0.2	14 0.2
(1) I disagree	1227 7.6	825 10.6	346 4.4
(2) Unsure	7118 44.1	3988 51.4	2925 37.2
(3) I agree.	7654 47.4	2922 37.7	4582 58.2
18. Women make up 15 percent (3 out of 20)of physicians in the U.S. Omit. . .	152 0.9	23 0.3	13 0.2
(1) I disagree	1177 7.3	612 7.9	516 6.6
(2) Unsure	9184 56.9	4582 59.1	4355 55.4
(3) I agree.	5634 34.9	2537 32.7	2983 37.9

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Table 7269.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Physicians, who work in clinics, make an average annual salary of $74,000. Omit. . .	192 1.2	31 0.4	22 0.3
(1) I disagree	964 6.0	532 6.9	388 4.9
(2) Unsure	10797 66.9	4909 63.3	5644 71.7
(3) I agree.	4194 26.0	2282 29.4	1813 23.0
20. Nurses earn an average annual salary of $26,000. Omit. . .	205 1.3	32 0.4	28 0.4
(1) I disagree	1143 7.1	638 8.2	457 5.8
(2) Unsure	11024 68.3	5165 66.6	5607 71.3
(3) I agree.	3775 23.4	1919 24.7	1775 22.6
21. Ninety-nine percent of all secretaries are women. Omit. . .	232 1.4	53 0.7	31 0.4
(1) I disagree	1703 10.5	835 10.8	829 10.5
(2) Unsure	5655 35.0	2995 38.6	2466 31.3
(3) I agree.	8557 53.0	3871 49.9	4541 57.7
22. Secretaries make an average annual salary of $12,000. Omit. . .	318 2.0	88 1.1	79 1.0
(1) I disagree	1531 9.5	939 12.1	547 7.0
(2) Unsure	11533 71.4	5321 68.6	5952 75.7
(3) I agree.	2765 17.1	1406 18.1	1289 16.4
23. On average, women make 65 cents for every dollar men make. Omit. . .	257 1.6	49 0.6	60 0.8
(1) I disagree	2556 15.8	1374 17.7	1122 14.3
(2) Unsure	9231 57.2	4499 58.0	4501 57.2
(3) I agree.	4103 25.4	1832 23.6	2184 27.8
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	215 1.3	40 0.5	25 0.3
(1) I disagree	1539 9.5	854 11.0	631 8.0
(2) Unsure	3624 22.4	2046 26.4	1409 17.9
(3) I agree.	10769 66.7	4814 62.1	5802 73.8

Item Statement		Total N %	Male N %	Female N %
25. My parents encourage me to explore different career possibilities.	Omit. . .	181 1.1	19 0.2	10 0.1
	(1) I disagree	2073 12.8	1016 13.1	997 12.7
	(2) Unsure	2295 14.2	1333 17.2	826 10.5
	(3) I agree.	11598 71.8	5386 69.5	6034 76.7
26. My parents believe the career I choose should pay well.	Omit. . .	206 1.3	26 0.3	20 0.3
	(1) I disagree	2637 16.3	1060 13.7	1520 19.3
	(2) Unsure	4370 27.1	2136 27.5	2068 26.3
	(3) I agree.	8934 55.3	4532 58.4	4259 54.1
27. I have learned about different careers from watching TV.	Omit. . .	240 1.5	42 0.5	35 0.4
	(1) I disagree	3283 20.3	1479 19.1	1728 22.0
	(2) Unsure	3166 19.6	1629 21.0	1384 17.6
	(3) I agree.	9458 58.6	4604 59.4	4720 60.0
28. I plan to have a career.	Omit. . .	208 1.3	33 0.4	17 0.2
	(1) I disagree	433 2.7	262 3.4	128 1.6
	(2) Unsure	1395 8.6	801 10.3	447 5.7
	(3) I agree.	14111 87.4	6658 85.9	7275 92.5
29. I plan to have a family and a career.	Omit. . .	219 1.4	33 0.4	25 0.3
	(1) I disagree	1139 7.1	599 7.7	484 6.2
	(2) Unsure	3534 21.9	1972 25.4	1400 17.8
	(3) I agree.	11255 69.7	5150 66.4	5958 75.7
30. My parents would support me in whatever career I choose.	Omit. . .	209 1.3	32 0.4	14 0.2
	(1) I disagree	1234 7.6	707 9.1	478 6.1
	(2) Unsure	3117 19.3	1740 22.4	1219 15.5
	(3) I agree.	11587 71.8	5275 68.0	6156 78.3

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Table 7269.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. My future career is important, so I want to start preparing for it now by taking the right classes.	Omit. . .	217 1.3	25 0.3	19 0.2
(1) I disagree		548 3.4	340 4.4	161 2.0
(2) Unsure		2266 14.0	1369 17.7	772 9.8
(3) I agree.		13116 81.2	6020 77.6	6915 87.9
32. Women, as well as men, work to provide for themselves and for their families.	Omit. . .	237 1.5	36 0.5	25 0.3
(1) I disagree		498 3.1	354 4.6	108 1.4
(2) Unsure		2103 13.0	1380 17.8	563 7.2
(3) I agree.		13309 82.4	5984 77.2	7171 91.2
33. I believe I have the right to enroll in any course in our school.	Omit. . .	258 1.6	48 0.6	33 0.4
(1) I disagree		594 3.7	389 5.0	148 1.9
(2) Unsure		1695 10.5	1059 13.7	491 6.2
(3) I agree.		13600 84.2	6258 80.7	7195 91.5
34. I feel good about myself.	Omit. . .	265 1.6	43 0.6	37 0.5
(1) I disagree		1131 7.0	472 6.1	612 7.8
(2) Unsure		3501 21.7	1639 21.1	1692 21.5
(3) I agree.		11250 69.7	5600 72.2	5526 70.2
35. I view my career primarily as a way to make some extra money.	Omit. . .	290 1.8	57 0.7	43 0.5
(1) I disagree		6231 38.6	2542 32.8	3606 45.8
(2) Unsure		4266 26.4	2203 28.4	1914 24.3
(3) I agree.		5360 33.2	2952 38.1	2304 29.3
36. I view my career primarily as something to do before marriage.	Omit. . .	308 1.9	66 0.9	49 0.6
(1) I disagree		7514 46.5	3279 42.3	4161 52.9
(2) Unsure		4631 28.7	2550 32.9	1921 24.4
(3) I agree.		3694 22.9	1859 24.0	1736 22.1

Item Statement		Total N %	Male N %	Female N %
37. I view my career primarily as a way to use and develop my abilities.	Omit. . .	299 1.9	52 0.7	53 0.7
(1) I disagree		1463 9.1	856 11.0	549 7.0
(2) Unsure		4078 25.3	2125 27.4	1794 22.8
(3) I agree.		10307 63.8	4721 60.9	5471 69.5
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.	Omit. . .	302 1.9	49 0.6	54 0.7
(1) I disagree		1082 6.7	595 7.7	440 5.6
(2) Unsure		4900 30.3	2521 32.5	2207 28.1
(3) I agree.		9863 61.1	4589 59.2	5166 65.7
39. I feel I could be whatever I want to be.	Omit. . .	270 1.7	40 0.5	31 0.4
(1) I disagree		1325 8.2	753 9.7	525 6.7
(2) Unsure		3053 18.9	1590 20.5	1303 16.6
(3) I agree.		11499 71.2	5371 69.3	6008 76.4
40. I feel like I am good at many things.	Omit. . .	296 1.8	45 0.6	50 0.6
(1) I disagree		1134 7.0	447 5.8	629 8.0
(2) Unsure		3261 20.2	1356 17.5	1748 22.2
(3) I agree.		11456 70.9	5906 76.2	5440 69.1
41. Check one:	Omit. . .	526 3.3	0 0.0	0 0.0
(1) Male		7754 48.0	7754 100.0	0 0.0
(2) Female		7867 48.7	0 0.0	7867 100.0
42. Check the grade you are in:	Omit. . .	76 0.5	10 0.1	3 0.0
(1) 9th grade.		3267 20.2	1638 21.1	1574 20.0
(2) 10th grade		12480 77.3	5961 76.9	6114 77.7
(3) 11th grade		324 2.0	145 1.9	176 2.2

Item Statement	*Total* N %	*Male* N %	*Female* N %
1. I am encouraged to take courses that I need for careers of the future. Omit. . .	45 0.3	13 0.2	27 0.4
(1) I disagree	1252 8.2	559 7.9	617 8.1
(2) Unsure	2450 16.1	1275 18.0	1044 13.8
(3) I agree.	11450 75.3	5218 73.9	5898 77.7
2. I would like to know more about future career possibilities. Omit. . .	31 0.2	11 0.2	15 0.2
(1) I disagree	677 4.5	345 4.9	289 3.8
(2) Unsure	2165 14.2	1192 16.9	839 11.1
(3) I agree.	12324 81.1	5517 78.1	6443 84.9
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	35 0.2	8 0.1	20 0.3
(1) I disagree	4424 29.1	2020 28.6	2240 29.5
(2) Unsure	6058 39.9	2964 42.0	2874 37.9
(3) I agree.	4680 30.8	2073 29.3	2452 32.3
4. In our school, there are support groups for students choosing nontraditional careers. Omit. . .	47 0.3	18 0.3	20 0.3
(1) I disagree	7017 46.2	2871 40.6	3958 52.2
(2) Unsure	6700 44.1	3363 47.6	3072 40.5
(3) I agree.	1433 9.4	813 11.5	536 7.1
5. The counselor maintains up-to-date career publications that help me make career choices. Omit. . .	61 0.4	18 0.3	31 0.4
(1) I disagree	2906 19.1	1173 16.6	1613 21.3
(2) Unsure	5307 34.9	2597 36.8	2509 33.1
(3) I agree.	6923 45.6	3277 46.4	3433 45.3
6. Some courses in our school are boys courses and some are girls courses. Omit. . .	54 0.4	21 0.3	21 0.3
(1) I disagree	5965 39.3	2634 37.3	3168 41.8
(2) Unsure	3611 23.8	1885 26.7	1543 20.3
(3) I agree.	5567 36.6	2525 35.7	2854 37.6

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Generally, teachers treat male and female students the same. Omit. . .	86 0.6	31 0.4	39 0.5
(1) I disagree	3545 23.3	1668 23.6	1746 23.0
(2) Unsure	3518 23.1	1685 23.8	1654 21.8
(3) I agree.	8048 53.0	3681 52.1	4147 54.7
8. Teachers pay more attention to boys. Omit. . .	65 0.4	25 0.4	26 0.3
(1) I disagree	8875 58.4	4325 61.2	4310 56.8
(2) Unsure	4911 32.3	2272 32.2	2423 31.9
(3) I agree.	1346 8.9	443 6.3	827 10.9
9. Teachers pay more attention to girls. Omit. .	100 0.7	34 0.5	51 0.7
(1) I disagree	8168 53.7	3371 47.7	4596 60.6
(2) Unsure	4972 32.7	2254 31.9	2497 32.9
(3) I agree.	1957 12.9	1406 19.9	442 5.8
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	142 0.9	59 0.8	66 0.9
(1) I disagree	919 6.0	466 6.6	399 5.3
(2) Unsure	4383 28.8	2162 30.6	2026 26.7
(3) I agree.	9753 64.2	4378 62.0	5095 67.2
11. Teachers expect the same achievement from females and males. Omit. . .	98 0.6	43 0.6	37 0.5
(1) I disagree	2151 14.2	911 12.9	1142 15.1
(2) Unsure	3174 20.9	1628 23.0	1366 18.0
(3) I agree.	9774 64.3	4483 63.5	5041 66.5
12. Most women work because of economic need. Omit. . .	35 0.2	11 0.2	12 0.2
(1) I disagree	3524 23.2	1164 16.5	2250 29.7
(2) Unsure	5643 37.1	3172 44.9	2243 29.6
(3) I agree.	5995 39.4	2718 38.5	3081 40.6

Item Statement	*Total* N %	*Male* N %	*Female* N %
13. Ninety percent of women work for pay most of their life. Omit. . .	52 0.3	19 0.3	14 0.2
(1) I disagree	1981 13.0	1072 15.2	798 10.5
(2) Unsure	7091 46.7	3824 54.1	3005 39.6
(3) I agree.	6073 40.0	2150 30.4	3769 49.7
14. Women make up 15 percent (3 out of 20) physicians in the U.S. Omit. . .	67 0.4	26 0.4	17 0.2
(1) I disagree	977 6.4	438 6.2	471 6.2
(2) Unsure	9508 62.6	4636 65.6	4557 60.1
(3) I agree.	4645 30.6	1965 27.8	2541 33.5
15. Physicians, who work in clinics, earn about $74,000 a year. Omit. . .	68 0.4	23 0.3	19 0.3
(1) I disagree	934 6.1	467 6.6	408 5.4
(2) Unsure	10517 69.2	4687 66.3	5503 72.5
(3) I agree.	3678 24.2	1888 26.7	1656 21.8
16. Nurses earn about $26,000 a year. Omit. . .	85 0.6	35 0.5	24 0.3
(1) I disagree	1078 7.1	499 7.1	516 6.8
(2) Unsure	10296 67.8	4720 66.8	5237 69.0
(3) I agree.	3738 24.6	1811 25.6	1809 23.8
17. Women make up eight percent (2 out of 25) of the engineers in the U.S. Omit. . .	77 0.5	29 0.4	23 0.3
(1) I disagree	953 6.3	488 6.9	404 5.3
(2) Unsure	10085 66.4	4702 66.6	5042 66.5
(3) I agree.	4082 26.9	1846 26.1	2117 27.9
18. Most men will work for pay most of their lives. Omit. . .	73 0.5	32 0.5	13 0.2
(1) I disagree	455 3.0	205 2.9	206 2.7
(2) Unsure	2811 18.5	1311 18.6	1308 17.2
(3) I agree.	11858 78.0	5517 78.1	6059 79.9

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Starting annual salary for engineers is $30,000. Omit. . .	85 0.6	34 0.5	27 0.4
(1) I disagree	803 5.3	413 5.8	333 4.4
(2) Unsure	10146 66.8	4139 58.6	5662 74.6
(3) I agree.	4163 27.4	2479 35.1	1564 20.6
20. Ninety-nine percent of all secretaries are women. Omit. . .	54 0.4	14 0.2	12 0.2
(1) I disagree	1303 8.6	605 8.6	642 8.5
(2) Unsure	5958 39.2	3124 44.2	2579 34.0
(3) I agree.	7882 51.9	3322 47.0	4353 57.4
21. Secretaries annually earn about $12,000. Omit.	55 0.4	12 0.2	13 0.2
(1) I disagree	1409 9.3	771 10.9	575 7.6
(2) Unsure	10905 71.8	5014 71.0	5548 73.1
(3) I agree.	2828 18.6	1268 17.9	1450 19.1
22. Most men work because of economic need. Omit.	199 1.3	6 0.1	7 0.1
(1) I disagree	1137 7.5	411 5.8	688 9.1
(2) Unsure	3505 23.1	1419 20.1	1950 25.7
(3) I agree.	10356 68.1	5229 74.0	4941 65.1
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	204 1.3	8 0.1	5 0.1
(1) I disagree	623 4.1	468 6.6	119 1.6
(2) Unsure	2386 15.7	1624 23.0	615 8.1
(3) I agree.	11984 78.9	4965 70.3	6847 90.3
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	226 1.5	20 0.3	12 0.2
(1) I disagree	1182 7.8	668 9.5	467 6.2
(2) Unsure	2728 18.0	1579 22.3	999 13.2
(3) I agree.	11061 72.8	4798 67.9	6108 80.5

Item Statement	*Total* N %	*Male* N %	*Female* N %
25. I expect to work at a paying job most of my life. Omit. . .	285 1.9	35 0.5	49 0.6
(1) I disagree	483 3.2	248 3.5	191 2.5
(2) Unsure	2054 13.5	988 14.0	934 12.3
(3) I agree.	12375 81.4	5794 82.0	6412 84.5
26. Women, as well as men, work to provide for themselves and for their families. Omit. . .	235 1.5	24 0.3	9 0.1
(1) I disagree	403 2.7	284 4.0	82 1.1
(2) Unsure	1634 10.8	1097 15.5	409 5.4
(3) I agree.	12925 85.0	5660 80.1	7086 93.4
27. I would support a man's choice to be a nurse. Omit. . .	248 1.6	30 0.4	12 0.2
(1) I disagree	1009 6.6	797 11.3	171 2.3
(2) Unsure	2618 17.2	1798 25.4	661 8.7
(3) I agree.	11322 74.5	4440 62.8	6742 88.9
28. I would support a woman's choice to be a carpenter. Omit. . .	277 1.8	40 0.6	27 0.4
(1) I disagree	1049 6.9	838 11.9	167 2.2
(2) Unsure	2461 16.2	1674 23.7	634 8.4
(3) I agree.	11410 75.1	4513 63.9	6758 89.1
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex. Omit. . .	241 1.6	20 0.3	9 0.1
(1) I disagree	737 4.8	527 7.5	161 2.1
(2) Unsure	1880 12.4	1209 17.1	541 7.1
(3) I agree.	12339 81.2	5309 75.1	6875 90.6
30. I would consider owning my own business. Omit.	259 1.7	27 0.4	15 0.2
(1) I disagree	1335 8.8	487 6.9	804 10.6
(2) Unsure	3484 22.9	1615 22.9	1723 22.7
(3) I agree.	10119 66.6	4936 69.9	5044 66.5

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
31. Nearly half of single-parent families live in poverty. Omit. . .	344 2.3	71 1.0	61 0.8
(1) I disagree	2887 19.0	1096 15.5	1736 22.9
(2) Unsure	8831 58.1	4414 62.5	4220 55.6
(3) I agree.	3135 20.6	1484 21.0	1569 20.7
32. Six out of ten people in poverty are women who are the main source of income for their families. Omit. . .	372 2.4	84 1.2	69 0.9
(1) I disagree	1402 9.2	587 8.3	759 10.0
(2) Unsure	9121 60.0	4488 63.5	4443 58.6
(3) I agree.	4302 28.3	1906 27.0	2315 30.5
33. My parents have helped me explore possible careers. Omit. . .	398 2.6	98 1.4	76 1.0
(1) I disagree	3068 20.2	1278 18.1	1727 22.8
(2) Unsure	2802 18.4	1577 22.3	1086 14.3
(3) I agree.	8929 58.8	4112 58.2	4697 61.9
34. My parents know about job market demands and training required for jobs. Omit. . .	374 2.5	88 1.2	63 0.8
(1) I disagree	2559 16.8	1106 15.7	1396 18.4
(2) Unsure	5048 33.2	2479 35.1	2410 31.8
(3) I agree.	7216 47.5	3392 48.0	3717 49.0
35. I have learned about a wide variety of careers from watching TV. Omit. . .	398 2.6	96 1.4	71 0.9
(1) I disagree	4451 29.3	1810 25.6	2572 33.9
(2) Unsure	3984 26.2	2056 29.1	1777 23.4
(3) I agree.	6364 41.9	3103 43.9	3166 41.7
36. My friends and I generally have the same kinds of career goals. Omit. . .	261 1.7	18 0.3	17 0.2
(1) I disagree	6360 41.9	2466 34.9	3823 50.4
(2) Unsure	4125 27.1	2278 32.2	1693 22.3
(3) I agree.	4451 29.3	2303 32.6	2053 27.1

Item Statement		Total N %	Male N %	Female N %
37. I plan to have a career.	Omit. . .	269 1.8	27 0.4	13 0.2
(1) I disagree		289 1.9	171 2.4	77 1.0
(2) Unsure		1318 8.7	738 10.4	440 5.8
(3) I agree.		13321 87.7	6129 86.8	7056 93.0
38. I plan to have a career and a family.	Omit. .	271 1.8	25 0.4	15 0.2
(1) I disagree		808 5.3	442 6.3	324 4.3
(2) Unsure		2780 18.3	1545 21.9	1083 14.3
(3) I agree.		11338 74.6	5053 71.5	6164 81.3
39. I feel good about myself.	Omit. . .	297 2.0	34 0.5	29 0.4
(1) I disagree		854 5.6	357 5.1	447 5.9
(2) Unsure		2930 19.3	1319 18.7	1465 19.3
(3) I agree.		11116 73.1	5355 75.8	5645 74.4
40. My parents would support me in whatever career I choose.	Omit. . .	278 1.8	34 0.5	15 0.2
(1) I disagree		1014 6.7	479 6.8	489 6.4
(2) Unsure		2521 16.6	1391 19.7	985 13.0
(3) I agree.		11384 74.9	5161 73.1	6097 80.4
41. My male friends would support me in whatever career I choose.	Omit. . .	272 1.8	22 0.3	17 0.2
(1) I disagree		658 4.3	394 5.6	233 3.1
(2) Unsure		3392 22.3	1878 26.6	1355 17.9
(3) I agree.		10875 71.6	4771 67.5	5981 78.8
42. My female friends would support me in whatever career I choose.	Omit. . .	271 1.8	22 0.3	15 0.2
(1) I disagree		501 3.3	318 4.5	139 1.8
(2) Unsure		2789 18.4	1865 26.4	776 10.2
(3) I agree.		11636 76.6	4860 68.8	6656 87.7

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Table 7270.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	I believe it is important to be independent and economically self-sufficient. Omit. . .	273 1.8	22 0.3	21 0.3
	(1) I disagree	371 2.4	221 3.1	111 1.5
	(2) Unsure	2082 13.7	1196 16.9	737 9.7
	(3) I agree.	12471 82.1	5626 79.6	6717 88.5
44.	I enjoy trying new and different things. Omit.	277 1.8	24 0.3	22 0.3
	(1) I disagree	466 3.1	277 3.9	148 2.0
	(2) Unsure	2164 14.2	1215 17.2	797 10.5
	(3) I agree.	12290 80.9	5549 78.5	6619 87.3
45.	I feel I can be whatever I want to be. Omit.	282 1.9	28 0.4	19 0.3
	(1) I disagree	852 5.6	463 6.6	337 4.4
	(2) Unsure	2434 16.0	1324 18.7	973 12.8
	(3) I agree.	11629 76.5	5250 74.3	6257 82.5
46.	I am good at making decisions. Omit. . .	316 2.1	45 0.6	36 0.5
	(1) I disagree	1213 8.0	475 6.7	693 9.1
	(2) Unsure	4375 28.8	2071 29.3	2150 28.3
	(3) I agree.	9293 61.2	4474 63.3	4707 62.0
47.	The way I feel about my ability affects my willingness to try new things. Omit. . .	353 2.3	65 0.9	52 0.7
	(1) I disagree	1010 6.6	556 7.9	414 5.5
	(2) Unsure	2663 17.5	1467 20.8	1040 13.7
	(3) I agree.	11171 73.5	4977 70.4	6080 80.1
48.	Check one: Omit. . .	544 3.6	0 0.0	0 0.0
	(1) Male	7065 46.5	7065 100.0	0 0.0
	(2) Female	7586 49.9	0 0.0	7586 100.0
49.	Check the grade you are in: Omit. . .	88 0.6	3 0.0	2 0.0
	(1) 11th grade	2673 17.6	1288 18.2	1353 17.8
	(2) 12th grade	12436 81.8	5774 81.7	6231 82.1

Annual Composite Report
Administrator Survey
1989-1996 Evaluation Data

Item Statement		*Total* N %	*Male* N %	*Female* N %
1. Develop and implement a district policy statement on sex equity.	Omit. . .	46 5.0	26 3.8	17 8.2
(1) Not done.		124 13.5	85 12.6	34 16.3
(2) In planning stage		251 27.3	194 28.7	47 22.6
(3) Has been done		499 54.2	372 54.9	110 52.9
2. Develop and implement a K-12 district-wide equity plan.	Omit. . .	64 7.0	37 5.5	22 10.6
(1) Not done.		243 26.4	179 26.4	54 26.0
(2) In planning stage		418 45.4	306 45.2	100 48.1
(3) Has been done		195 21.2	155 22.9	32 15.4
3. Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity.	Omit. . .	43 4.7	21 3.1	17 8.2
(1) Not done.		356 38.7	252 37.2	89 42.8
(2) In planning stage		367 39.9	282 41.7	75 36.1
(3) Has been done		154 16.7	122 18.0	27 13.0
4. Collect and analyze staffing pattern data by female/male.	Omit. . .	73 7.9	35 5.2	29 13.9
(1) Not done.		359 39.0	268 39.6	79 38.0
(2) In planning stage		238 25.9	180 26.6	53 25.5
(3) Has been done		250 27.2	194 28.7	47 22.6
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions.	Omit. . .	34 3.7	21 3.1	10 4.8
(1) Not done.		96 10.4	67 9.9	23 11.1
(2) In planning stage		43 4.7	34 5.0	7 3.4
(3) Has been done		747 81.2	555 82.0	168 80.8
6. Actively select men to serve in supportive/ nurturing roles.	Omit. . .	88 9.6	52 7.7	27 13.0
(1) Not done.		226 24.6	172 25.4	43 20.7
(2) In planning stage		73 7.9	59 8.7	13 6.3
(3) Has been done		533 57.9	394 58.2	125 60.1

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Table 7271.S
Administrator Survey

	Item Statement		Total N %	Male N %	Female N %
	7-11. Ensure that equal employment opportunity is practiced in:				
7.	development of job descriptions and qualification requirements.	Omit. . .	23 2.5	14 2.1	6 2.9
	(1) Not done.		32 3.5	20 3.0	10 4.8
	(2) In planning stage		52 5.7	38 5.6	11 5.3
	(3) Has been done		813 88.4	605 89.4	181 87.0
8.	advertisement.	Omit. . .	30 3.3	18 2.7	8 3.8
	(1) Not done.		24 2.6	16 2.4	7 3.4
	(2) In planning stage		30 3.3	25 3.7	2 1.0
	(3) Has been done		836 90.9	618 91.3	191 91.8
9.	employment interviews.	Omit. . .	23 2.5	11 1.6	6 2.9
	(1) Not done.		21 2.3	8 1.2	13 6.3
	(2) In planning stage		20 2.2	15 2.2	3 1.4
	(3) Has been done		856 93.0	643 95.0	186 89.4
10.	wages and benefits.	Omit. . .	30 3.3	14 2.1	11 5.3
	(1) Not done.		23 2.5	11 1.6	11 5.3
	(2) In planning stage		20 2.2	15 2.2	4 1.9
	(3) Has been done		847 92.1	637 94.1	182 87.5
11.	opportunities for advancement.	Omit. . .	47 5.1	22 3.2	20 9.6
	(1) Not done.		24 2.6	13 1.9	10 4.8
	(2) In planning stage		24 2.6	16 2.4	7 3.4
	(3) Has been done		825 89.7	626 92.5	171 82.2
12.	Assist staff in providing a bias-free environment for students.	Omit. . .	45 4.9	29 4.3	12 5.8
	(1) Not done.		154 16.7	102 15.1	43 20.7
	(2) In planning stage		303 32.9	229 33.8	68 32.7
	(3) Has been done		418 45.4	317 46.8	85 40.9

	Item Statement	Total N %	Male N %	Female N %
13.	Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles. Omit. . .	46 5.0	26 3.8	15 7.2
	(1) Not done.	114 12.4	83 12.3	22 10.6
	(2) In planning stage	269 29.2	199 29.4	65 31.3
	(3) Has been done	491 53.4	369 54.5	106 51.0
14.	Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class. Omit. . .	165 17.9	85 12.6	65 31.3
	(1) Not done.	138 15.0	98 14.5	36 17.3
	(2) In planning stage	95 10.3	76 11.2	17 8.2
	(3) Has been done	522 56.7	418 61.7	90 43.3
15.	Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex. Omit. . .	118 12.8	66 9.7	37 17.8
	(1) Not done.	176 19.1	124 18.3	44 21.2
	(2) In planning stage	145 15.8	115 17.0	28 13.5
	(3) Has been done	481 52.3	372 54.9	99 47.6
16.	Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc. Omit. . .	69 7.5	33 4.9	23 11.1
	(1) Not done.	227 24.7	164 24.2	57 27.4
	(2) In planning stage	246 26.7	182 26.9	58 27.9
	(3) Has been done	378 41.1	298 44.0	70 33.7
17.	Ensure compliance with federal and state pupil nondiscrimination requirements. Omit. . .	53 5.8	25 3.7	14 6.7
	(1) Not done.	19 2.1	18 2.7	0 0.0
	(2) In planning stage	83 9.0	62 9.2	20 9.6
	(3) Has been done	765 83.2	572 84.5	174 83.7

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Table 7271.S
Administrator Survey

Item Statement		Total N %	Male N %	Female N %
18-22.	The following activities are being used to promote equity:			
18.	required vocational exploratory courses for all students. Omit. . .	89 9.7	48 7.1	27 13.0
	(1) Not done.	207 22.5	164 24.2	34 16.3
	(2) In planning stage	79 8.6	57 8.4	20 9.6
	(3) Has been done	545 59.2	408 60.3	127 61.1
19.	student orientation sessions which highlight nontraditional occupations and the training needed for these occupations. Omit. . .	108 11.7	65 9.6	28 13.5
	(1) Not done.	156 17.0	119 17.6	32 15.4
	(2) In planning stage	168 18.3	125 18.5	41 19.7
	(3) Has been done	488 53.0	368 54.4	107 51.4
20.	prevocational classes or sessions that orient students to a nontraditional area. Omit. . .	130 14.1	71 10.5	42 20.2
	(1) Not done.	222 24.1	169 25.0	44 21.2
	(2) In planning stage	153 16.6	121 17.9	31 14.9
	(3) Has been done	415 45.1	316 46.7	91 43.8
21.	peer support groups for students enrolled and considering enrolling in nontraditional classes. Omit. . .	153 16.6	87 12.9	50 24.0
	(1) Not done.	546 59.3	408 60.3	123 59.1
	(2) In planning stage	131 14.2	109 16.1	21 10.1
	(3) Has been done	90 9.8	73 10.8	14 6.7
22.	active encouragement and support by counselors for students interested in nontraditional careers. Omit. . .	98 10.7	49 7.2	35 16.8
	(1) Not done.	75 8.2	52 7.7	20 9.6
	(2) In planning stage	93 10.1	69 10.2	23 11.1
	(3) Has been done	654 71.1	507 74.9	130 62.5
23.	Check one: Omit. . .	35 3.8	0 0.0	0 0.0
	(1) Male.	677 73.6	677 100.0	0 0.0
	(2) Female.	208 22.6	0 0.0	208 100.0

	Item Statement	Total N %	Male N %	Female N %
1.	Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and need rather than on the basis of their sex.			
	Omit. . .	3 0.5	3 1.0	0 0.0
	(1) Not done.	8 1.2	4 1.3	4 1.3
	(2) In planning stage	17 2.6	8 2.6	9 2.8
	(3) Has been done	623 95.7	294 95.1	304 95.9
2.	Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.			
	Omit. . .	19 2.9	11 3.6	7 2.2
	(1) Not done.	130 20.0	42 13.6	84 26.5
	(2) In planning stage	93 14.3	42 13.6	46 14.5
	(3) Has been done	409 62.8	214 69.3	180 56.8
3.	Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families).			
	Omit. . .	10 1.5	7 2.3	3 0.9
	(1) Not done.	43 6.6	19 6.1	21 6.6
	(2) In planning stage	46 7.1	21 6.8	24 7.6
	(3) Has been done	552 84.8	262 84.8	269 84.9
4.	Encourage young women and young men to take courses that lead to economic self-sufficiency.			
	Omit. . .	29 4.5	9 2.9	20 6.3
	(1) Not done.	57 8.8	17 5.5	36 11.4
	(2) In planning stage	31 4.8	12 3.9	16 5.0
	(3) Has been done	534 82.0	271 87.7	245 77.3
5.	Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules.			
	Omit. . .	12 1.8	6 1.9	6 1.9
	(1) Not done.	36 5.5	8 2.6	27 8.5
	(2) In planning stage	31 4.8	14 4.5	16 5.0
	(3) Has been done	572 87.9	281 90.9	268 84.5

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Table 7272.S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
6.	Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit.	27 4.1	14 4.5	13 4.1
	(1) Not done.	197 30.3	83 26.9	105 33.1
	(2) In planning stage	89 13.7	48 15.5	39 12.3
	(3) Has been done	338 51.9	164 53.1	160 50.5
7.	Discuss job salaries as they relate to career interest with both female and male students. Omit.	25 3.8	13 4.2	12 3.8
	(1) Not done.	87 13.4	26 8.4	60 18.9
	(2) In planning stage	47 7.2	21 6.8	26 8.2
	(3) Has been done	492 75.6	249 80.6	219 69.1
	8-11. Nontraditional career options are presented to students on a regular basis through:			
8.	pre-registration sessions. Omit.	106 16.3	36 11.7	69 21.8
	(1) Not done.	259 39.8	111 35.9	135 42.6
	(2) In planning stage	36 5.5	21 6.8	14 4.4
	(3) Has been done	250 38.4	141 45.6	99 31.2
9.	career fairs. Omit.	50 7.7	19 6.1	30 9.5
	(1) Not done.	192 29.5	82 26.5	102 32.2
	(2) In planning stage	88 13.5	42 13.6	43 13.6
	(3) Has been done	321 49.3	166 53.7	142 44.8
10.	guest speakers. Omit.	35 5.4	14 4.5	20 6.3
	(1) Not done.	112 17.2	48 15.5	59 18.6
	(2) In planning stage	77 11.8	29 9.4	43 13.6
	(3) Has been done	427 65.6	218 70.6	195 61.5
11.	career education materials/activities. Omit.	17 2.6	7 2.3	10 3.2
	(1) Not done.	30 4.6	10 3.2	19 6.0
	(2) In planning stage	59 9.1	20 6.5	32 10.1
	(3) Has been done	545 83.7	272 88.0	256 80.8

	Item Statement	Total N %	Male N %	Female N %
12.	Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . .	121 18.6	36 11.7	77 24.3
	(1) Not done.	342 52.5	155 50.2	174 54.9
	(2) In planning stage	53 8.1	32 10.4	20 6.3
	(3) Has been done	135 20.7	86 27.8	46 14.5
13.	There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . .	103 15.8	26 8.4	70 22.1
	(1) Not done.	232 35.6	110 35.6	115 36.3
	(2) In planning stage	69 10.6	43 13.9	22 6.9
	(3) Has been done	247 37.9	130 42.1	110 34.7
14.	The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/ junior high levels. Omit. . .	91 14.0	40 12.9	43 13.6
	(1) Not done.	79 12.1	36 11.7	42 13.2
	(2) In planning stage	121 18.6	58 18.8	58 18.3
	(3) Has been done	360 55.3	175 56.6	174 54.9
15.	Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit.	39 6.0	8 2.6	24 7.6
	(1) Not done.	100 15.4	49 15.9	48 15.1
	(2) In planning stage	97 14.9	42 13.6	50 15.8
	(3) Has been done	415 63.7	210 68.0	195 61.5
16.	Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . .	97 14.9	27 8.7	63 19.9
	(1) Not done.	325 49.9	156 50.5	160 50.5
	(2) In planning stage	60 9.2	33 10.7	23 7.3
	(3) Has been done	169 26.0	93 30.1	71 22.4

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Table 7272.S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
17.	Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated. Omit. . .	34 5.2	11 3.6	16 5.0
	(1) Not done.	113 17.4	47 15.2	58 18.3
	(2) In planning stage	74 11.4	35 11.3	36 11.4
	(3) Has been done	430 66.1	216 69.9	207 65.3
18.	Career counseling materials are current, reflecting new and emerging and non-traditional occupations. Omit. . .	17 2.6	5 1.6	6 1.9
	(1) Not done.	27 4.1	11 3.6	14 4.4
	(2) In planning stage	95 14.6	33 10.7	61 19.2
	(3) Has been done	512 78.6	260 84.1	236 74.4
19.	Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace. Omit. . .	17 2.6	6 1.9	4 1.3
	(1) Not done.	53 8.1	29 9.4	21 6.6
	(2) In planning stage	95 14.6	38 12.3	55 17.4
	(3) Has been done	486 74.7	236 76.4	237 74.8
20.	Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs. Omit. . .	34 5.2	11 3.6	16 5.0
	(1) Not done.	243 37.3	115 37.2	121 38.2
	(2) In planning stage	101 15.5	41 13.3	57 18.0
	(3) Has been done	273 41.9	142 46.0	123 38.8
21.	Assist in planning staff development activities on equity issues. Omit. . .	44 6.8	18 5.8	15 4.7
	(1) Not done.	377 57.9	166 53.7	202 63.7
	(2) In planning stage	127 19.5	65 21.0	59 18.6
	(3) Has been done	103 15.8	60 19.4	41 12.9

	Item Statement	*Total* N %	*Male* N %	*Female* N %
22.	Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit.	21 3.2	3 1.0	7 2.2
	(1) Not done.	33 5.1	23 7.4	7 2.2
	(2) In planning stage	39 6.0	20 6.5	18 5.7
	(3) Has been done	558 85.7	263 85.1	285 89.9
23.	Developmental guidance is being implemented in this district. Omit. . .	25 3.8	5 1.6	7 2.2
	(1) Not done.	9 1.4	4 1.3	4 1.3
	(2) In planning stage	106 16.3	58 18.8	46 14.5
	(3) Has been done	511 78.5	242 78.3	260 82.0
24.	Check one: Omit. . .	25 3.8	0 0.0	0 0.0
	(1) Male.	309 47.5	309 100.0	0 0.0
	(2) Female.	317 48.7	0 0.0	317 100.0

Annual Composite Report
Teaching Staff Survey
1989-1996 Evaluation Data

	Item Statement	*Total* N %	*Male* N %	*Female* N %
1.	Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	254 2.0	44 1.1	195 2.4
	(1) Not done.	2557 20.3	837 20.6	1646 20.2
	(2) In planning stage	1363 10.8	389 9.6	922 11.3
	(3) Has been done	8446 66.9	2784 68.7	5372 66.0
2.	Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	228 1.8	52 1.3	167 2.1
	(1) Not done.	1558 12.3	588 14.5	916 11.3
	(2) In planning stage	1450 11.5	455 11.2	955 11.7
	(3) Has been done	9384 74.4	2959 73.0	6097 74.9
3.	Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	1561 12.4	287 7.1	1202 14.8
	(1) Not done.	7190 57.0	2204 54.4	4755 58.5
	(2) In planning stage	888 7.0	329 8.1	532 6.5
	(3) Has been done	2981 23.6	1234 30.4	1646 20.2
4.	Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	254 2.0	60 1.5	178 2.2
	(1) Not done.	1510 12.0	603 14.9	851 10.5
	(2) In planning stage	1594 12.6	554 13.7	1001 12.3
	(3) Has been done	9262 73.4	2837 70.0	6105 75.0
5.	Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	322 2.6	91 2.2	217 2.7
	(1) Not done.	1699 13.5	665 16.4	967 11.9
	(2) In planning stage	1152 9.1	403 9.9	707 8.7
	(3) Has been done	9447 74.9	2895 71.4	6244 76.8

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Table 7274.S
Teaching Staff Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
6.	Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. . .	311 2.5	80 2.0	214 2.6
	(1) Not done.	2162 17.1	1005 24.8	1078 13.3
	(2) In planning stage	1409 11.2	475 11.7	894 11.0
	(3) Has been done	8738 69.2	2494 61.5	5949 73.1
7.	Plan student activities that help female and male students work together more effectively. Omit. . .	188 1.5	47 1.2	128 1.6
	(1) Not done.	932 7.4	429 10.6	458 5.6
	(2) In planning stage	959 7.6	374 9.2	555 6.8
	(3) Has been done	10541 83.5	3204 79.0	6994 86.0
8.	Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. . .	1889 15.0	315 7.8	1505 18.5
	(1) Not done.	5813 46.1	1656 40.8	3988 49.0
	(2) In planning stage	976 7.7	391 9.6	542 6.7
	(3) Has been done	3942 31.2	1692 41.7	2100 25.8
9.	Evaluate teaching behaviors that encourage equity, (e.g., nonsexist langauge, discipline, and reinforcement as well as equal attention to females and males). Omit.	431 3.4	37 0.9	121 1.5
	(1) Not done.	1023 8.1	388 9.6	626 7.7
	(2) In planning stage	1074 8.5	334 8.2	725 8.9
	(3) Has been done	10092 80.0	3295 81.3	6663 81.9
10.	Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. . .	471 3.7	59 1.5	135 1.7
	(1) Not done.	1344 10.6	627 15.5	702 8.6
	(2) In planning stage	1161 9.2	400 9.9	746 9.2
	(3) Has been done	9644 76.4	2968 73.2	6552 80.5

Item Statement	Total N %	Male N %	Female N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. Omit. . .	678 5.4	83 2.0	318 3.9
(1) Not done.	2703 21.4	924 22.8	1749 21.5
(2) In planning stage	1362 10.8	437 10.8	901 11.1
(3) Has been done	7877 62.4	2610 64.4	5167 63.5
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. Omit. . .	910 7.2	152 3.7	474 5.8
(1) Not done.	5290 41.9	1913 47.2	3309 40.7
(2) In planning stage	1994 15.8	610 15.0	1365 16.8
(3) Has been done	4426 35.1	1379 34.0	2987 36.7
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in text-books, curriculum materials, and media. Omit.	836 6.6	121 3.0	429 5.3
(1) Not done.	5595 44.3	1878 46.3	3658 45.0
(2) In planning stage	1547 12.3	500 12.3	1025 12.6
(3) Has been done	4642 36.8	1555 38.4	3023 37.2
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. Omit. . .	565 4.5	83 2.0	207 2.5
(1) Not done.	2176 17.2	908 22.4	1242 15.3
(2) In planning stage	1139 9.0	374 9.2	748 9.2
(3) Has been done	8740 69.3	2689 66.3	5938 73.0
15. Model sex-fair behavior in actions and words conveying to others the importance of equality. Omit. . .	487 3.9	72 1.8	134 1.6
(1) Not done.	553 4.4	268 6.6	276 3.4
(2) In planning stage	706 5.6	273 6.7	420 5.2
(3) Has been done	10874 86.2	3441 84.9	7305 89.8

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Table 7274.S
Teaching Staff Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
16.	Check one: Omit. . .	431 3.4	0 0.0	0 0.0
	(1) Male.	4054 32.1	4054 100.0	0 0.0
	(2) Female.	8135 64.5	0 0.0	8135 100.0
17.	Indicate the level(s) at which you are assigned: Omit. . .	368 2.9	15 0.4	62 0.8
	(1) elementary (K-6).	5841 46.3	1005 24.8	4778 58.7
	(2) junior high (7-8)	2781 22.0	1213 29.9	1537 18.9
	(3) senior high (9-12).	4307 34.1	2253 55.6	1995 24.5
	(4) K-12 specialist	826 6.5	200 4.9	614 7.5
18.	Which of the following best describes the area you teach: Omit. . .	358 2.8	32 0.8	38 0.5
	(1) general (elementary, math, English, physical education, music, etc)	8999 71.3	2993 73.8	5913 72.7
	(2) vocational (agriculture education, business education, technology education etc). . .	1196 9.5	585 14.4	591 7.3
	(3) other (special/alternative programs). . .	2251 17.8	509 12.6	1704 20.9

	Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
1.	Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit. .	137 2.3	37 1.3	67 1.6	27 3.3
	(1) Not done.	1244 21.3	517 18.6	820 19.0	144 17.4
	(2) In planning stage	706 12.1	296 10.6	407 9.4	77 9.3
	(3) Has been done	3754 64.3	1931 69.4	3013 70.0	578 70.0
2.	Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. .	120 2.1	40 1.4	63 1.5	17 2.1
	(1) Not done.	692 11.8	319 11.5	558 13.0	104 13
	(2) In planning stage	731 12.5	327 11.8	442 10.3	98 11.9
	(3) Has been done	4298 73.6	2095 75.3	3244 75.3	607 73.5
3.	Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit. .	1007 17.2	275 9.9	223 5.2	115 13.9
	(1) Not done.	3506 60.0	1534 55.2	2278 52.9	412 50
	(2) In planning stage	357 6.1	209 7.5	376 8.7	66 8
	(3) Has been done	971 16.6	763 27.4	1430 33.2	233 28
4.	Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. .	124 2.1	44 1.6	67 1.6	34 4.1
	(1) Not done.	596 10.2	354 12.7	572 13.3	130 15.7
	(2) In planning stage	687 11.8	407 14.6	573 13.3	123 14.9
	(3) Has been done	4434 75.9	1976 71.1	3095 71.9	539 65.3
5.	Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	170 2.9	61 2.2	84 2.0	30 3.6
	(1) Not done.	771 13.2	365 13.1	581 13.5	133 16.1
	(2) In planning stage	543 9.3	281 10.1	359 8.3	84 10.2
	(3) Has been done	4357 74.6	2074 74.6	3283 76.2	579 70.1

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Table 7274.G
Teaching Staff Survey

Item Statement		*K-6* *N* %	*7-8* *N* %	*9-12* *N* %	*K-12 Spec.* *N* %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.	Omit. .	140 2.4	82 2.9	90 2.1	31 3.8
	(1) Not done.	706 12.1	570 20.5	948 22.0	179 21.7
	(2) In planning stage	645 11.0	379 13.6	457 10.6	83 10.0
	(3) Has been done	4350 74.5	1750 62.9	2812 65.3	533 64.5
7. Plan student activities that help female and male students work together more effectively.	Omit. .	59 1.0	43 1.5	63 1.5	32 3.9
	(1) Not done.	242 4.1	205 7.4	488 11.3	67 8.1
	(2) In planning stage	346 5.9	260 9.3	398 9.2	69 8.4
	(3) Has been done	5194 88.9	2273 81.7	3358 78.0	658 79.7
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.	Omit. .	1243 21.3	340 12.2	234 5.4	151 18.3
	(1) Not done.	3234 55.4	1187 42.7	1451 33.7	324 39.2
	(2) In planning stage	349 6.0	261 9.4	447 10.4	69 8.4
	(3) Has been done	1015 17.4	993 35.7	2175 50.5	282 34.1
9. Evaluate teaching behaviors that encourage equity, (e.g. nonsexit language, discipline, and reinforcement as well as equal attention to males and females.) attention to females/males).	Omit. .	69 1.2	31 1.1	51 1.2	20 2.4
	(1) Not done.	429 7.3	222 8.0	406 9.4	77 9.3
	(2) In planning stage	494 8.5	252 9.1	373 8.7	91 11.0
	(3) Has been done	4849 83.0	2276 81.8	3477 80.7	638 77.2
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.	Omit. .	66 1.1	54 1.9	72 1.7	33 4.0
	(1) Not done.	429 7.3	363 13.1	653 15.2	101 12.2
	(2) In planning stage	512 8.8	302 10.9	425 9.9	80 9.7
	(3) Has been done	4834 82.8	2062 74.1	3157 73.3	612 74.1

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. Omit. .	233 4.0	60 2.2	89 2.1	61 7.4
(1) Not done.	1358 23.2	530 19.1	877 20.4	194 23.5
(2) In planning stage	718 12.3	318 11.4	394 9.1	104 12.6
(3) Has been done	3532 60.5	1873 67.3	2947 68.4	467 56.5
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. Omit. .	317 5.4	143 5.1	168 3.9	86 10.4
(1) Not done.	2209 37.8	1262 45.4	2068 48.0	350 42.4
(2) In planning stage	975 16.7	463 16.6	713 16.6	104 12.6
(3) Has been done	2340 40.1	913 32.8	1358 31.5	286 34.6
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media. Omit. .	334 5.7	85 3.1	112 2.6	74 9.0
(1) Not done.	2793 47.8	1190 42.8	1849 42.9	366 44.3
(2) In planning stage	764 13.1	369 13.3	518 12.0	93 11.3
(3) Has been done	1950 33.4	1137 40.9	1828 42.4	293 35.5
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. Omit. .	132 2.3	63 2.3	94 2.2	38 4.6
(1) Not done.	824 14.1	544 19.6	919 21.3	164 19.9
(2) In planning stage	594 10.2	261 9.4	334 7.8	71 8.6
(3) Has been done	4291 73.5	1913 68.8	2960 68.7	553 66.9
15. Model sex-fair behavior in actions and words conveying to others the importance of equality. Omit. .	84 1.4	45 1.6	74 1.7	24 2.9
(1) Not done.	218 3.7	129 4.6	226 5.2	52 6.3
(2) In planning stage	340 5.8	163 5.9	246 5.7	57 6.9
(3) Has been done	5199 89.0	2444 87.9	3761 87.3	693 83.9

Annual Composite Report
Teaching Staff Survey
1989-1996 Evaluation Data

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Table 7274.G
Teaching Staff Survey

	Item Statement		K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
16.	Check one:	Omit. .	58 1.0	31 1.1	59 1.4	12 1.5
	(1) Male.		1005 17.2	1213 43.6	2253 52.3	200 24.2
	(2) Female.		4778 81.8	1537 55.3	1995 46.3	614 74.3
17.	Indicate the level(s) at which you are assigned:	Omit. .	0 0.0	0 0.0	0 0.0	0 0.0
	(1) elementary (K-6).		5841 100.0	483 17.4	132 3.1	79 9.6
	(2) junior high (7-8)		483 8.3	2781 100.0	825 19.2	55 6.7
	(3) senior high (9-12).		132 2.3	825 29.7	4307 100.0	90 10.9
	(4) K-12 specialist		79 1.4	55 2.0	90 2.1	826 100.0
18.	Which of the following best describes the area you teach:	Omit. .	22 0.4	13 0.5	32 0.7	5 0.6
	(1) general (elementary, math, English, physical education, music, etc)		4977 85.2	1815 65.3	2648 61.5	344 41.6
	(2) vocational (agriculture education business education, technology education).		67 1.1	435 15.6	975 22.6	41 5.0
	(3) other (special/alternative programs). .		823 14.1	585 21.0	753 17.5	481 58.2